

# ART 210

## *Women in Art*



Spring 2020  
Linn-Benton Community College  
Online

CRN# 42411  
CRN# 43811

Professor Isabelle Havet

Virtual Office Hours:  
Monday and Tuesday 4-5pm  
& by appointment in Zoom

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### **Purpose of the Syllabus**

This syllabus contains all the vital information about this course—what you’ll be learning, what will be expected of you, and what you can expect from me. Since this is a valuable document, you should read it carefully and refer to it regularly during the term. **The better you know the syllabus, the better the chance you’ll do well in the course.**

### **Course Catalog Description**

This course investigates the roles and status of women in the arts, with particular emphasis on the United States from 1930 to the present. Topics include the representation of women; women's access to education, training, and exhibition opportunities; and their public exposure as artists, collectors, organizers, and activists. While the focus will be on art and artists of the United States, these topics will be framed historically and examined within a global context.

### **Course Topics**

Women in the arts have always had a vastly different experience than men. Women have unequal access to education, training, and the market; are paid less; appear less frequently in scholarship; and are exhibited less frequently in museums, galleries, and other public venues. We will explore how this has manifested in different contexts and why. We will also examine the work of pioneering artists, activists, and thinkers who have sought to expose and disrupt the dominant ideologies that have led to these structural inequalities. We will furthermore seek to amplify and expand the histories of art and activism by considering the ongoing contributions of women artists, patrons, and organizers in effecting social change.

### **Course-Specific Student Learning Outcomes**

Students who successfully complete this course will be able to:

1. Analyze how women and gender are represented in visual culture;
2. Explain how gender has been historically and socially constructed; and
3. Describe the experiences and contributions of women in the arts of the twentieth- and twenty-first centuries

### **Difference, Power, and Discrimination Baccalaureate Core Requirement**

ART 210 “Women in Art” fulfills the Difference, Power, and Discrimination (DPD) requirement in the Baccalaureate Core. The DPD requirement engages students in the intellectual examination of the complexity of the structures, systems, and ideologies that

sustain discrimination and the unequal distribution of power and resources in society. The unequal distribution of social, economic, and political power in the United States and in other countries is sustained through a variety of individual beliefs and institutional practices. These beliefs and practices have tended to obscure the origins and operations of social discrimination such that this unequal power distribution is often viewed as the natural order. Examination of DPD course material will enhance meaningful democratic participation in our diverse university community and our increasingly multicultural U.S. society.

## **DPD Learning Outcomes**

Students in Difference, Power, and Discrimination courses shall:

1. Explain how difference is socially constructed,
2. Using historical and contemporary examples, describe how perceived differences, combined with unequal distribution of power across economic, social, and political institutions, result in discrimination, and
3. Analyze ways in which the interactions of social categories, such as race, ethnicity, social class, gender, religion, sexual orientation, disability, and age, are related to difference, power, and discrimination in the United States.

## **A Note on Course Content**

Please be aware that this class will touch upon themes that some may find explicit or disturbing, including violent and sexually explicit material.

## **Course Materials**

There is no course textbook. Readings and resources will be provided in Moodle.

You will need:

1. A phone with picture-taking capabilities (any will do), or a digital camera to upload visual assignments.
2. Access to a laptop or tablet and reliable wifi connection.  
If you do not have access to the internet or electronic devices to complete coursework at home, email [libref@linnbenton.edu](mailto:libref@linnbenton.edu) for help troubleshooting resources.

## **Being Successful in Online Classes**

Online classes can be terrific learning environments. They offer students unique educational opportunities coupled with additional flexibility. That being said, online classes are different from traditional classes. They can be just as much work, if not more, than traditional classes, and can present different challenges.

In order to be successful in this class, students must:

- Be self-starters
- Manage their time effectively
- Keep up-to-date with course materials
- Complete assignments on time
- Know when to ask for help

This being said, I understand that these are extraordinary and challenging times for all. If you are having difficulty keeping up or completing the course, please contact me immediately. My goal is for you to be successful. I am here to help!

## Using Technology

This is an online course, so using technology is a requirement to pass this class. Keep in mind that sometimes your internet might fail, your pet chimpanzee might spill orange juice on your laptop, etc., so do not wait until the deadline to turn things in. Because many classes have the same Sunday at 11:59 pm deadline, the Moodle server might be overloaded on Sunday evenings and it might take longer to turn in assignments. It is your responsibility to submit your work on time; do not blame technology for this. I highly recommend keeping a schedule where you make sure your assignments are in by Friday.

## Technologies We Will Use in this Course

- Moodle, our class hub
- Zoom, for office hours, one-on-one appointments, and any class/group meet-ups
- Google Drive, especially Google Docs and Google Slides, for lessons and activities

You will be guided through using the basic functions of these programs. If you have never used one of these technologies, give yourself some extra time to familiarize yourself with them when an assignment or activity requires their use.

## Moodle

Registered students are automatically enrolled in the Moodle course site. **All coursework is submitted/conducted online via Moodle.** I do not accept coursework via email. Please do not email me your assignments.

**It is an expectation of this course that you will use Moodle independently, and seek prompt technical assistance when necessary.** If you have issues with Moodle, contact those with technical expertise (the [Student Helpdesk](#) or [eLearning](#)). Never wait until the last minute to turn in work in Moodle. Submission portals close promptly by the deadline, so give yourself time in case you need to troubleshoot.

## Zoom

Zoom is a video conferencing tool we will use to connect during the term, for virtual office hours, one-on-one appointments, and class meet-ups if we have them (although there will never be an absolutely mandatory meeting at a specific time, as we are an asynchronous course). You do not need video capabilities to connect with Zoom; you can connect with just audio. I will usually provide you a meeting link. After the initial download, Zoom will launch automatically for you when you click a Zoom meeting link. The Zoom mobile app works similarly.

You can get started using Zoom by clicking [here](#) and logging in with your LBCC (Google) email address and password. This will create your Zoom account automatically. Your first use of Zoom will require a one-time download. The Zoom mobile app works similarly.

## I Need Technical Support! Who Do I Contact?

### Student Help Desk

If you need help with Moodle, your LBCC email account, or need other technical support, contact the [Student Help Desk](#). It is best to contact them right away for help troubleshooting.

### The First Resort

Students can also contact [The First Resort](#), LBCC's student support and navigation center, for any questions about navigating college processes or resources.

## Instructor Responsibilities

My aim is to facilitate a classroom environment that encourages active, effective, and respectful activities, discussion, and learning. I will:

- Post the current week's content and assignments
- Facilitate classroom lectures, discussions, and activities
- Be available to support your learning when requested
- Hold you accountable

## Student Responsibilities

- Check your LBCC email daily
- Use your [LBCC email account](#) to communicate with me
- Keep up with the material week-to-week
- Critically read/analyze assigned information
- Contribute to a positive learning environment. This means being open to: 1) working with others, 2) being respectful of your peers, and 3) collaborating in a timely manner

## Class Policies

### Communication

The best ways to reach me are:

- via email at [haveti@linnbenton.edu](mailto:haveti@linnbenton.edu), or
- drop into my **virtual office hours in Zoom on Mondays and Tuesdays from 4-5 pm.**  
**\*\*\*Zoom meeting link and password posted at the top of the Moodle site.\*\*\***

Office hours are times I have set aside each week to meet virtually with students, answer questions, and offer help. No need to make an appointment, just pop into the virtual waiting room and I will connect with you as soon as I am able.

### Emailing in this Course

Mastering basic email etiquette is a necessary 21st-century skill. Therefore, I emphasize this skill in my courses. There is no need to be overly formal in your emails; however, it is important to understand that emailing in a college setting is a professional interaction. You are welcome to email me anytime with questions, concerns, or anything else! When you do, please follow this formula:

- In the subject line of your email, include:

- **Your first and last name**
- **Course number** (ART210)
- **Brief reason for your email** (e.g., Request for Appointment).
- **In the body of your email:**
  - Include a salutation (e.g., Hello, Hi, Dear, Greetings...)
  - Be clear and concise. What is the problem? What do I need to know?  
Ask a direct question. Because of the high volume of emails I receive, if you do not pose a clear question or indicate that you need a response, I may not respond.
  - Write in complete sentences.

Thank you in advance for including this information—it will help me respond MUCH more quickly to your emails, as I receive emails from students across multiple courses and sections.

**Before sending your email: Double-check that your email is appropriate and professional.**

I love teaching, and truly enjoy interacting with students inside and outside of class. However, it can be disheartening to receive emails that are disrespectful, demanding, accusatory, overly personal, angry, or venting. This happens rarely, and is more often than not unintentional. However, please be aware that this method of communication is helpful to neither student nor professor, and runs counter to LBCC Core Values. Therefore, it is unacceptable. I may ask you to rephrase your email or speak to me one-on-one. In some cases, I may refer the situation to the Dean of Students and Dean of Arts, Social Science & Humanities.

### Sample Email

[Subject line of email:] Jane Jameson, ART210: Request for Virtual Appointment

Hi Professor Havet,

Would it be possible to schedule an appointment this Wednesday at 11:00am? I have some questions about my paper draft.

Thank you,  
Jane Janeson

## Course Requirements

### Class Participation

Your presence and participation is vital and forms an important part of your grade. Since this is an asynchronous course, timely participation is crucial in creating an effective learning environment for all. To receive participation credit, you must be present and active! You will support active learning in our online community, and you will be supported in turn. You are expected to keep up with Moodle content and be prepared to engage with the material and each other from week-to-week. You will frequently interact with your peers through collaborative activities. This will make it easier to learn and apply the course material, and will also be much more engaging.

## Course Assignments

Course Assignments
<p><b>Quizzes.</b> Weekly Quizzes in Moodle, for <u>each</u> week of instruction (Weeks 1-10). These are designed to help students keep pace with the material. Quizzes are due Sundays at 11:59 pm.</p>
<p><b>Class Activities.</b> Receive points for participating in activities and submitting deliverables in Moodle. Instead of receiving written feedback, deliverables are graded on this 10-point scale: 10 = Excellent; 9 = Very Good; 8 = Good; 7 = Adequate; 6 = Inadequate; 5 and below = Fundamentally flawed.</p>
<p><b>Participation.</b></p> <ol style="list-style-type: none"> <li>1. <b>Moodle Student Progress Report.</b> Receive points for the timely completion of required content in Moodle. Moodle progress reports will be generated during the term: <ul style="list-style-type: none"> <li>○ <b>Mid-Term Progress Report</b>, covering Week 1-5 modules</li> <li>○ <b>End-of-Term Progress Report</b>, covering Week 6-10 modules</li> </ul> <p>These auto-generated reports track student completion of tasks in Moodle. To receive a satisfactory grade, all required activities in the modules must be checked as completed in a timely manner (this includes viewing lessons, videos, and readings; completing activities; and submitting assignments).</p> </li> <li>2. <b>Class Participation &amp; Citizenship.</b> Receive points for participating constructively and in a timely manner with peers, through forum activities, group work, and projects requiring peer collaboration and feedback. Each student is a community citizen who is valued and needed.</li> </ol>
<p><b>Final Creative Project.</b> TBA.</p>

Grading					
Requirement	Summary	Points Per Unit	Number of Units	Total Points	% of Final Grade
<b>Quizzes</b>	<b>10 online, open-book quizzes</b> , covering weekly readings, videos, and lectures.	10	x10 quizzes	100	25%
<b>Class Activities</b>	<b>10 class activities.</b> Receive activity points by submitting deliverables in Moodle.	10	x10 activities	100	25%
<b>Participation</b>	<b>2 Moodle Progress Reports</b> , generated in Moodle, tracking the	40	x2 reports	80	25%

	timely completion of weekly modules. <b>Class Participation &amp; Citizenship</b> , assessing timely and constructive collaboration.	20	x1	20	
<b>Final Project</b>	<b>1 final creative project.</b>	120	x1	100	25%
<b>Total Possible Points</b>				<b>400</b>	<b>100%</b>

<b>Grading Scale</b>		
<b>Grade</b>	<b>Total Points</b>	<b>Description</b>
A	90-100% (450-500 points)	Passing work that is excellent
B	80-89% (400-449 points)	Passing work that is good
C	70-79% (350-399 points)	Passing work that is average
D	60-69% (300-349 points)	Non-Passing work that is below average
F	59% or below (299-0 points)	Non-passing work that is fundamentally lacking

This is an asynchronous online course where steady and continual progress is required. **Late assignments are not accepted.** If something is impacting you submitting your work on time, or generally being successful in the class, please contact me immediately.

## College Policies

### LBCC Email and Course Communications

You are responsible for all communications sent via Moodle and to your LBCC email account. You are required to use your LBCC provided email account for all email communications at the College. You may access your LBCC student email account through Student Email and your Moodle account through Moodle.

### Academic Honesty

Academic honesty is an indispensable value as students acquire knowledge and develop college skills. Students are expected to practice academic honesty by not cheating, plagiarizing, or misrepresenting their coursework in any way. Plagiarism, collusion, and other forms of misrepresentation hurt the student and run counter to the goals of education. Students are ultimately responsible for understanding and avoiding academic dishonesty, whether such incidences are intentional or unintentional. You are held accountable to the [Student Code of Conduct](#), which outlines expectations pertaining to academic honesty (including cheating and plagiarism), classroom conduct, and general conduct. Violations will result in failure of the assignment and possibly the course. Per LBCC policy, all incidents of academic dishonesty will be reported to the Dean of Students and Dean of Arts, Social Science & Humanities.



## **Freedom of Inquiry and Expression**

Students have a right to freedom of inquiry and expression; those rights vary depending on which location and environment a student is in at the time [...] In Non-Public Forum (classrooms, curricular activity locations, educational lectures or debates, and staff offices), during discussion time as identified by the instructor/staff person, students shall be free to express a point of view that differs with the information or views presented by the instructor/staff without it affecting their grades or causing other penalty, as long as the disagreement is not disruptive to the instructional or educational process. Students are responsible for learning the content and taught point of view of any course for which they have enrolled even if they disagree with the course content. Students are also responsible for learning their responsibilities under this code. For more information, visit Student Rights, Responsibilities, and Conduct Code.

## **Accessibility Statement**

LBCC is committed to inclusiveness and equal access to higher education. If you have approved accommodations through the Center for Accessibility Resources (CFAR) and would like to use your accommodations in the class, please talk to your instructor as soon as possible to discuss your needs. If you believe you may need accommodations but are not yet registered with CFAR, please visit the [CFAR Website](#) for steps on how to apply for services or call (541) 917-4789.

## **Statement of Inclusion**

To promote academic excellence and learning environments that encourage multiple perspectives and the free exchange of ideas, all courses at LBCC will provide students the opportunity to interact with values, opinions, and/or beliefs different than their own in safe, positive and nurturing learning environments. LBCC is committed to producing culturally literate individuals capable of interacting, collaborating and problem-solving in an ever-changing community and diverse workforce.

## **Campus Resources**

### **Basic Needs Statement**

or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Roadrunner Resource Center for support ([resources@linnbenton.edu](mailto:resources@linnbenton.edu), or visit us on the web [www.linnbenton.edu/RRC](http://www.linnbenton.edu/RRC) under Student Support for Current Students). Our office can help students get connected to resources to help. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources that they may possess.



## **Extra Credit Opportunities!**

### **Reflect on an Approved Art and Culture Documentary/Podcast**

Approved options will be announced in class. You can receive up to 5 extra credit points added to your final course grade.

## **Changes to the Syllabus and Schedule**

I reserve the right to change the contents of this Syllabus and Course Schedule. These may need to be adjusted along the term for many good reasons. You will be given notice of relevant changes in class, through a Moodle Announcement, or through LBCC email.