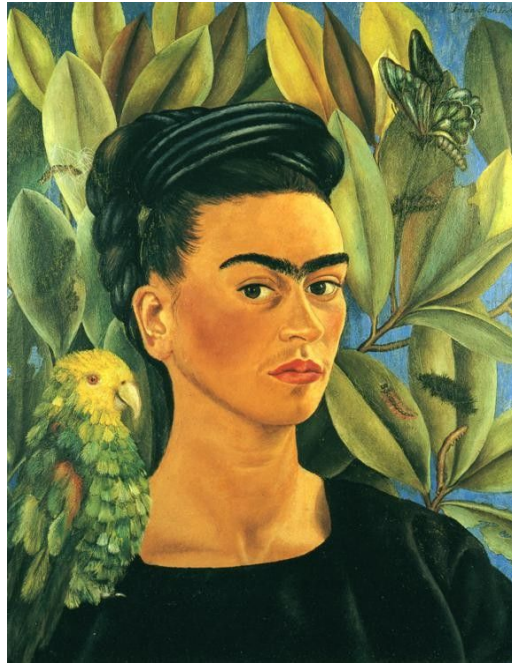


If you are directly impacted by COVID-19, please contact me immediately.



ART 210

Women in Art

Winter 2021
Linn-Benton Community College

CRN# 33918

Professor: Isabelle Havet
Email: haveti@linnbenton.edu

Zoom Virtual Office Hours:

[Zoom Office Waiting Room](#), open Mondays from 11 am-12 pm & by appointment.
Password: 098299. Email me to request an alternate appointment time.

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 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 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. Recommended (but optional): *Guerrilla Girls' Bedside Companion to the History of Art* (available at the bookstore).

Other supplies you will need:

1. A phone with picture-taking capabilities, or a digital camera (to upload visual assignments).
2. Access to a laptop or tablet and reliable wifi connection.

Need to borrow a laptop or hotspot for the term?

If you need to borrow a laptop, wifi hotspot, or other equipment for the term, [fill out this form](#).

HOW TO AVOID GETTING INSTITUTIONALLY DROPPED

Students who do not fully participate in all Week 1 activities will be institutionally withdrawn from the course at the end of Week 1. This is to ensure that the class is a good fit for you this term. The following activities must be completed by the Week 1 deadline, or you will be dropped:

- Activity 1
- Syllabus Quiz

COMMUNICATION

Communicate regularly via email with any questions. All emails will usually be answered within 48 hours. If you do not hear from me within 48 hours, please email me again with a polite reminder! It probably means your email slipped by me.

As this is an online course, you will be more responsible than ever for your own success. The benefit of working from home will be an advantage for many of you, but if you are struggling or need help, it is up to YOU to reach out with questions.

In your emails, be professional and clear with what you are asking. I receive a lot of emails, and by following these guidelines, I can help you much more quickly! Read [this article on professional email etiquette](#). Do not treat email like a casual text message.

All emails should follow this format:

1. Subject Line should include your first and last name, the course number/section, and your topic (e.g., "Jane Janeson, ART 204, CRN#12345 -Question about Activity 3")

2. In the Email message itself, use this format:

Hi Professor Havet,
[Type your clear, concise question here.]
Best,
[Your first and last name]

You may of course use your preferred name. As this is an online course, it may take me a bit longer to learn your preferred name, but I will try to learn it quickly. If at all possible, please use the same name consistently through email correspondence, Moodle, etc., so as to not create confusion. In the event that you are using different names across platforms, make sure to always sign off with your preferred name, and be patient if I forget which one you go by.

Using LBCC Email

Per College policy, you must use your LBCC email account to correspond with me.

Moodle Announcements

When I need to send the class an update/reminder, or anything significant changes (like a due date), I will post a class announcement in Moodle. I make announcements frequently, at least twice per week. Announcements are automatically forwarded to your LBCC email. It is critical that you check your LBCC email frequently, preferably every 24 hours, but at least every 48 hours. It is your responsibility to be up to date with announcements. If you have not received any announcements in the first few days of the term, check that your notifications are turned on. If the problem persists, contact the Help Desk right away to resolve the issue.

A NOTE ON TAKING 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 face-to-face classes. Online classes can be just as much work, and often more, than traditional classes.

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

- Be self-starters
- Manage their time effectively
- Work consistently throughout the term
- Keep deadlines
- Know when to ask for help

It is important to keep pace with materials and meet deadlines, as lessons build on each other week to week. [Here is a resource on time management & online learning.](#) Because of these reasons, late work is not accepted.

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 lessons, 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 course materials each week
- Critically read/analyze assigned information
- Contribute to a positive learning environment. This means being open to: 1) working with others, 2) being respectful to others, and 3) collaborating in a timely manner

USING MOODLE

You will use Moodle to do all coursework, including accessing the syllabus, course schedule, assignment guidelines, and gradebook. 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](#)). 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.

Broken links, unavailable assignments, etc.

While I strive to conduct the course in as seamless manner as possible, minor errors are inevitable. Oftentimes a broken link or an unavailable assignment means a resource has moved, or I have overlooked a date change, or failed to put a check in a box somewhere. Contact me immediately if you cannot do your work because the material you need is not working/available, so that I can remedy the situation. Email is the fastest way to reach me for urgent matters such as this. I will always do my best to fix the problem as soon as possible.

USING TECHNOLOGY IN THIS COURSE

This is an online course, so using technology tools is a requirement to pass the class. Keep in mind that sometimes your internet might fail, your pet chimpanzee might spill orange juice on your laptop, etc. Do not wait until the end of the deadline to turn things in. Because many classes have the same or similar deadlines, 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 get your assignments in by Friday if possible.

COURSE STRUCTURE

As a 3-credit class, expect to spend about 6-9 hours per week on course materials. This may seem like a lot, but the standard formula for a 3-credit class is 3 hours per week of “class time”/lessons, and 2-3 times that amount (or 6-9 hours) to complete assignments/review.

Assignments

Assignments are due on Sunday night at 11:59pm each week, unless otherwise noted.

Course Assignments
Quizzes. 30%. Weekly multiple-choice and short answer quizzes are designed to help students keep pace with the material and assess their mastery of course materials.
Class Activities & Participation. 30%. Receive points for submitting activities (group & solo activities) 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.
Final Project. 30%. TBA.
Moodle Student Progress Reports. 10%. Receive participation points for the timely completion of learning modules. These auto-generated progress reports will be evaluated at the mid-term and end-of-term. To receive credit, all tasks in weekly modules must be completed. Please be aware that checking off Moodle completion boxes constitutes a declaration that the task has been completed rather than simply opened, according to the College's policy on student academic integrity .

Course Grading

Work not received on its due date receives no credit. All work must be uploaded to Moodle. Do not turn your work into me via email; if it isn't in Moodle I can't grade it. If something significant is impacting your ability to submit your work on time, or more generally your progress in this class, contact me immediately.

Grading Scale (400 possible points)		
Grade	Total Points	Description
A	90-100%	Passing work that is excellent
B	80-89%	Passing work that is good
C	70-79%	Passing work that is average
D	60-69%	Non-Passing work that is below average
F	59% or below	Non-passing work that is fundamentally lacking

Please be aware that I do not inflate, or artificially raise, course grades. I cannot give points that are not earned. However, if you would like to raise your course grade, you are highly encouraged to take advantage of the multiple extra credit opportunities offered during the term. You are also encouraged to contact me to discuss ways to improve your scores.

COLLEGE POLICIES

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.

Basic Needs Statement

Any student 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, or visit us on the web 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

Extra credit opportunities will be announced during the term. You can watch an approved art documentary or listen to a podcast. You can also use LBCC's Academic Coaching (TBA).



CHANGES TO THE SYLLABUS & 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.