

# ART

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## 200

# Race, Sex & Gender in Visual Art

**Location: On-Line**

All assignments, lectures, videos, examples, and information are on class website.

[www.barbarayontzatstac.edu](http://www.barbarayontzatstac.edu)

All student responses, papers, written documents will be emailed to

[byontz@stac.edu](mailto:byontz@stac.edu)

**Semester: Spring 2019**

**Instructor: Barbara Yontz**

**Office: No on campus office. Office Hours are held via email or FaceTime.**

**Office Hours: M 9-11, W 9-11 and by apt.**

**email [byontz@stac.edu](mailto:byontz@stac.edu)**

*Texts and articles: All posted to the website*

**Course Description**

In this course we examine the role played by visual art in the constructions of race, gender and sexuality in Western Culture. This cross-disciplinary course challenges students to consider how human subjects have come to be defined and marked by race, gender and sexual orientation as we examine art history, visual studies, cultural studies, post-colonial studies and psychoanalysis, to name a few. Students explore how visual images support the social and political construction of identity with particular attention to the role of artists, patrons, and power relations.

**COURSE OBJECTIVES**

1. *Students will accurately interpret visual images as a form of artistic expression.*
2. Students exhibit understanding of ways race, gender and sexuality have been represented in art and visual culture and how images have served to construct and solidify these ideas.
3. Students demonstrate knowledge of contemporary theories surrounding race, culture, gender and sexual orientation, in particular as they relate to marginalization and representation.
4. Students demonstrate understanding diverse of forms of representation and how they reflect social and cultural ideas, while analyzing artists who are developing tactics of resistance to predetermined codes of social divisions and hierarchy.
5. Students develop self-directed learning skills as each determines his or her own direction in research allowing for a more in-depth and personalized inquiry into these topics.

## EVALUATION

Summary Annotations will be graded on all lectures, readings and other links each week.

Three longer Object Based Analysis papers will be graded based on rubrics with criteria taken directly from assignment sheets. All posted to the class website.

## COURSE REQUIREMENTS

Annotations--40 points

3 Object Based Analysis Papers—60 points

This is not a correspondence course in which a student works at his or her own pace.

You are expected to complete all assignments each week by deadline posted.

This is a 3 credit college course. If we were meeting in a traditional class we would meet 3.5 hours per week with additional homework expected. Please expect to spend between 4.5 and 6 hours per day working on this class to meet the requirements.

## EXPECATIONS

Students must check website regularly for updates and information.

Students are expected to do all readings as posted and watch all videos.

Annotations are required for every lecture, reading and all videos.

### Grading Scale:

A	A-	B+	B	B-	C+	C	C-	D
100 to	94 to	89 to	86 to	82 to	79 to	76 to	72 to	69

**Attendance is essential.** This is an on-line course. Because the class meets every week for the duration of the semester, assignments will be posted by Sunday for the following week.

**Classroom Conduct:** This is an on-line course. Students are expected to do all assigned readings, take notes and complete all assigned work.

### Academic Integrity Statement

Academic integrity, a commitment to honesty, fairness, respect, and responsibility, is the foundation of the learning process. All members of the St. Thomas Aquinas College community are held to the highest standards of academic honesty. While we recognize the participatory nature of education, we take academic integrity very seriously, and the College policy on academic dishonesty details consequences that may include dismissal from the College. That policy may be found in both the Student Handbook and the College Catalog.

As a student in this class, you must demonstrate your commitment to academic integrity by submitting work which originates in your own imagination, analytical faculties, or your own knowledge; which you have done yourself; and which represents your very best efforts. When appropriate to the assignment, your work should be supplemented and/or supported by appropriate outside sources; however, you must always ensure that these sources are properly cited using the documentation system required by your professor.

### **Academic Disability Statement**

In accordance with State and Federal law, the College provides appropriate auxiliary aids and services, as well as reasonable accommodations, to students with documented disabilities who request them. Before the end of the first week of class, such students should notify the instructor of the aids, services and/or accommodations needed.

### **Title IX Policy**

Students should be aware that faculty members are required to report certain information to the STAC's Title IX Officer. If you inform me about, or I witness, sexual misconduct, which includes sexual harassment, sexual assault, or any gender-based discrimination, I will keep the information as private as I can, but I am required to bring it to the attention of STAC's Title IX Officer.

Students should also be aware that disclosing such experiences in course assignments does NOT put the College on notice and will NOT begin the process of STAC providing assistance or response to those experiences. If you would like to talk to the Title IX Officer directly, you can contact the Director of Human Resources, Ms. Maria Coupe at [mcoupe@stac.edu](mailto:mcoupe@stac.edu) or call 845-398-4044. Additionally, you also may report incidents or complaints to campus security 845-398-4080. You can find more information at [www.stac.edu/titleix](http://www.stac.edu/titleix).

If you would like to report a private concern to a confidential counseling resource, you may contact the following people on a confidential basis:

Ms. Eileen Mastrovito, RN  
Director, Health Services  
845-398-4242

Dr. Lou Muggeo  
Director, Counseling & Psychological Services  
845-398-4174

Rabbi Daniel Pernick  
Campus Minister  
845-398-4063

The College also has an affiliation with the following organization:

Center for Safety and Change  
<http://centerforsafetyandchange.org>  
9 Johnsons Lane, New City, NY 10956  
845-634-3344

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## Daily Schedule—*note hyperlinks in blue.*

<b>OUTLINE 2019</b>	<b>Posted to Website:</b> As this is an online course all lectures, readings, videos, articles and instructions are posted to the class website.	<b>Student Expectation:</b> All lectures and links will be annotated and emailed to instructor as instructed-- In addition, three object based analysis papers as assigned.
Class 1 Jan 22	<b>Review Course Outline and class website.</b>  General Overview—  Read all information on left and right side of the website on general information and Week 1.	1. View lecture and links posted to website. 2. Write an annotation for each lecture, reading or link. See website for length. <b><i>See instructions for annotations posted to website.</i></b>
Class 2 Jan 28	<b>Where We Come From Prehistory</b> <b>Sexuality and meaning</b> Venus of Willendorf Lucy—the first mother The body as metaphor	1. View lecture and links posted to website. 2. Write an annotation for each lecture, reading or link. See website for length. <b><i>See instructions for annotations posted to website.</i></b>
Class 3 Feb 4	<b>Strength and Power</b>  <b>Cradle of Civilization—River Valleys</b> Egypt, Indus and Mesopotamia-- the shift in meaning  <b>Object Based Analysis paper assigned</b> <b>Information on website.</b>	Assign: Analysis Paper 1  1. View lecture and links posted to website. 2. Write an annotation for each lecture, reading or link. See website for length. <b><i>See instructions for annotations posted to website.</i></b>
Class 4 Feb 11	<b>The Classical World</b> Gender and Race in Greece and Rome  <a href="https://plato.stanford.edu/entries/race/">https://plato.stanford.edu/entries/race/</a>	1 View lecture and links posted to website. 2. Write an annotation for each lecture, reading or link. See website for length. <b><i>See instructions for annotations posted to website.</i></b>
Class 5 Feb 18	<b>Religious Beliefs</b> Buddhist and Hindu – Asia	1. View lecture and links posted to website.  2. <b><i>Analysis Paper 1 Due—see website for</i></b>

	The Christian Era in the West  <b>Object Based Analysis 2 due</b>	<b>information and due date.</b>
Class 6 Feb 25	<b>Classical Revival</b> The Italian Renaissance	1. View lecture and links posted to website. 2. Write an annotation for each lecture, reading or link. See website for length. <b>See instructions for annotations posted to website.</b>
Class 7 Mar 4	<b>The Age of Empire</b> Colonialism	1. View lecture and links posted to website.  2. Write an annotation for each lecture, reading or link. See website for length. <b>See instructions for annotations posted to website.</b>
March 11	SPRING BREAK	
Class 8 Mar 18	<b>European Modernism</b> The Industrial Revolution  <b>Assign Object based Analysis paper 3</b>	1. View lecture and links posted to website. 2. Write an annotation for each lecture, reading or link. See website for length. <b>See instructions for annotations posted to website.</b>  <b>Analysis Paper 2 Assigned</b>
Class 9 Mar 25	<b>Civil Wars</b> The U.S. 1800s and early 1900s	1. View lecture and links posted to website. 2. Write an annotation for each lecture, reading or link. See website for length. <b>See instructions for annotations posted to website.</b>  Be prepared for Exam with work sheets completed.
Class 10 April 1	<b>Freud. Eugenics. Immigration.</b>  <b>Instructions for Final paper posted.</b>	1. View lecture and links posted to website.  <b>2. Analysis Paper 2 Due</b>
Class 11 April 8	<b>Post WWII Art and difference</b>	1. View lecture and links posted to website. 2. Write an annotation for each lecture, reading or link. See website for length. <b>See instructions for annotations posted to website.</b>

Class 12 April 15	<b>Contemporary Art and Difference—</b> Postmodernism, Feminism, Identity	<ol style="list-style-type: none"> <li>1. View lecture and links posted to website.</li> <li>2. Write an annotation for each lecture, reading or link. See website for length. <b><i>See instructions for annotations posted to website.</i></b></li> <li>3. Final Object Analysis formal Proposal due</li> </ol>
Class 13 April 22	<b>Art and Contemporary Visual Culture</b>	<ol style="list-style-type: none"> <li>1. View lecture and links posted to website.</li> <li>2. Write an annotation for each lecture, reading or link. See website for length. <b><i>See instructions for annotations posted to website.</i></b></li> </ol>
Class 14 April 29	<b>Final Papers and presentations Due—</b> <b>May 3</b> <b>reactions.</b>	<ol style="list-style-type: none"> <li>1. Final papers due as stated on website.</li> </ol>

**Please note: schedule is subject to revision. See the Class Website for most recent and updated information.**