

ARTH 361W/475/565 SEMINAR IN MODERN AND CONTEMPORARY ART
FEMINIST ART OF THE 1970S AND 1980S
Winter 2018 Tuesdays, 5:30 pm Dr. Schwartz

General Information

The seminar this term will focus on the feminist arts of the 1970s and the 1980s. After an introduction, we will begin with several lectures discussing the history of women's artistic creation. Thematic discussions, based on common readings, will cover some of the major issues in art history, art criticism and artmaking during the period under consideration. Student reports will then be presented, focusing on major themes, elements and artists in the feminist movement. Undergraduate presentations will be about 30 minutes long, and grad reports about 45. Hopefully, there will be about 10-15 minutes of discussion after each report, moderated by the student presenter.

Responsibilities

Faithful attendance is necessary, due to the participatory nature of this course. Students must complete assigned readings on time, and prepare discussion questions for each discussion section. Participation in class discussions is expected. Students' grades will be determined as follows:

- 40% Classroom participation (preparation of questions and participation in class discussions, judged on quality)
- 30% Seminar Report
- 30% Term Paper

Please note: Presentations must be given on the date selected. No late papers will be accepted, and incompletes will not be given.

Nuts and Bolts

Discussion Readings:

A coursepack of readings for class discussions is available at the University Bookstore in the Student Center. You will need to purchase a copy of Judy Chicago's autobiography, *Through the Flower* (original edition). You can easily find these for minimal cost at online at AbeBooks (<https://www.abebooks.com/servlet/SearchResults?sts=t&an=Chicago%2C+Judy&tn=Through+the+Flower&kn=&isbn=>). Other online booksellers might have this, as well. For each discussion period, each student must have read the reading selections(s). Each student will turn in two discussion questions by noon of the Monday of that week (typed on the forms which will be passed out, or emailed to me). These will help guide the discussion in ways that are interesting and relevant to class members.

Seminar Reports:

The first night we will choose topics for students' seminar reports and make up a schedule for presentations in class. Two weeks prior to your seminar paper you will need to turn in an article you have selected for the class to read in preparation for your report. It can be submitted electronically (it will then be posted and readable/downloadable for all class members), or as xerox copies. It will be everyone's responsibility to read this article in the week before your presentation, and turn in a discussion question to the presenter (with a copy to me). This will allow us to discuss reports in a more informed and meaningful way.

For presentations, students have access to our slide library and bank of digital images. Images can also be found on ARTstor, available through Halle Libray's database or their own website, (www.artstor.org). Our staff member in the Visual Resources Center, Mr. Ben Bigelow, can have digital images made for student reports, if needed. There is a limit of ten images per student and after reports, they remain the property of the department. His staff needs about two weeks to make these. You will need to provide a flash drive for your images. For your report, please tell me what kind of projection you will require. To use our digital equipment, please prepare your presentation in ARTstor OIV or PowerPoint, and bring your presentation images on a flash drive; you will be using our computer which is already set up and connected in the seminar room.

At the time of your report, please distribute a selected bibliography to each member of the class, so that anyone interested in further reading on your topic will have suggested readings.

Term Papers:

The term paper will be a formal write-up of the research you have done for your seminar presentation. This project will also acquaint you with standard art historical writing and documentation forms. The length of these papers will probably run approximately 10-12 pages of text, plus illustrations, footnotes and bibliography (undergraduate papers). I expect that graduate students' reports and papers will be longer, as they will utilize more resources and should go into far more depth in discussing their topics.

At least 6 juried sources (for undergraduates, 9 for graduates) must be consulted in your research. A guide handed out and posted on my website ("Term Paper Guidelines") will help with details as to footnote and bibliography forms and how to refer to illustrations. Please turn your paper in in a thin folder which can be taken apart; do not encase your text pages in plastic.

An example of a seminar paper may be found on my web page. Papers are due at the beginning of class on April 10, no matter when your report

is presented. No late papers will be accepted.

Seminar Etiquette:

Since distractions interfere with everyone's learning, cellphones and laptops will not be used in this class. Electronics must be turned off (not just silenced), as they can interfere with the projection equipment. If you will need your phone during class time for a medical or family emergency, please inform me before class begins, set your device on vibrate mode, and sit near the door.

I want our class to be a time and place which is courteous and conducive to learning for everyone. I show respect for my students by coming to class prepared and on time, and I expect the same in return. Come in prepared to stay, as going and coming interrupts your concentration and disturbs your classmates as well. Thanks!

Finally, I hope everyone will feel comfortable sharing ideas; our discussions should not be overly personal, and I won't let anyone dominate the conversation. I look forward to a thoughtful, inclusive and lively interchange of ideas--that's a seminar at its best!

Help!

My office is Ford Hall 218. Office hours this term are set for:

M 11 am - 12 noon
T 4 - 5 pm

and by appointment

Please feel free to come see me with or without an appointment. If these times are impossible for you, please call me (487-6546 or 487-1268-main office) to set up another mutually agreeable time.

Finally, a Note about Email

While I don't use text messaging, you may always contact me quickly via e-mail at <eschwartzATemich.edu>(replace the AT with @). Be sure to include "ARTH 475/565" in the subject line of any email correspondence, and put your message in the body of the email, not in an attachment--I will not open attachments, to save all our computers from viruses! Finally, if you use a client other than my.emich for email, or don't read your my.emich email regularly, please set up a forwarding system so that email sent through the my.emich system will reach you. It's the only way faculty have of reaching students readily. Thank you!

SCHEDULE

- Jan. 9 T Introduction, Organization of Seminar; History of Women's Art
- 16 T History of Women's Art
- 23 T Discussion I-- Introduction to the Problem, Coursepack selection #1: Nochlin, "Why Have There Been No Great Women Artists?" and Reexamining art history/art criticism, selection #2: Pollock, "Feminist Interventions in the histories of art"
- 30 T Discussion II--Reexamining art history/art criticism, CP selection #3: Gouma-Peterson and Mathews, "Feminist Critique of Art History"
- Feb. 6 T Discussion III--Raising women to be feminists and artists, Chicago, *Through the Flower (TTF)*, chs 1-3
- 13 T Discussion IV--Feminist education in the arts, selection #4: Raven, "Feminist Education: A Vision of Community and Women's Culture;" & *TTF*, chs 4-5
- 20 T No class, winter break
- Mar. 6 T Discussion V--Feminist education in the arts, selection #5: Schapiro, "The Education of Women as Artists: *Project Womanhouse*;" Movie, *Womanhouse*; & *TTF*, ch 6 and appendix
- 13 T Discussion VI--Women's Way of Working, selections #5: Lippard, "What is Female Imagery?" #6: Broude, "Miriam Schapiro and *Femme*;" & #7 Schapiro, "Woman's Art: 'It's the only goddam energy around'" & *TTF*, chs 7-8
- 20 T Student Reports
- 27 T Student Reports
- Apr. 3 T Student Reports
- 10 T Student Reports **ALL TERM PAPERS DUE**
- 17 T Student Reports
- 24 T Student Reports
- 16 T Student Reports

SOME SUGGESTED TOPICS FOR STUDENT SEMINAR REPORTS/TERM PAPERS

Individual artists (excepting Judy Chicago)

The Pattern and Decoration movement--a feminist movement?

Feminist vs. non-feminist performance art (is performance art essentially feminist?)

Is there a feminist perspective?

Are there feminist media? or not?

Womanhouse in context/critics' reactions and the assessment of these responses

Political content in feminist art

Feminist arts in different cultures

Lesbian arts as feminist arts in the 1970s and 1980s

Issues of race in feminist art

The aftermath of feminist arts

Did the feminist art movement succeed? a statistical study

Rewriting art history after the feminist art movement--success or failure?

You may want to write the paper first, and summarize major findings in outline form for the presentation. Or you may choose to create the report first, and finish the formal writing of the term paper later. I am eager to help you in any way I can with the planning, organization, etc. of your work.

SUGGESTIONS FOR PREPARATION & PRESENTATION OF STUDENT SEMINAR REPORTS/TERM PAPERS

1. Decide early on the organization of your work.
2. List tasks to be done, and resources for your work.
3. Set up a tentative schedule for accomplishing sections of the research, and writing. Remember that everything takes longer than expected!
4. Evaluate progress regularly.
5. As you read, keep a running bibliography in correct form (Turabian; Chicago, *Art Bulletin*). You will need to hand out a bibliography the night of your report; it is much easier to prepare it as you go along. Think about which article will be your handout.
6. Outline your presentation.
7. Type your bibliography; print and duplicate.
8. Check in ARTstor and LUNA for images which are available. If you need images made, you have to make arrangements with our staff in the Visual Resources Library (hours are posted on the door of Ford 212).
9. Select images and, if necessary, assemble books and photograph the images you will need for your report. As noted above, the department can make 10 images per student for reports, if requested about two weeks ahead.
11. Arrange your images.
12. Practice!

Local resources which may be useful in this project include:
E.M.U. Halle Library, art section (N prefix; don't forget to check the oversize section, too);
U-M: Tappan Hall, the art history library of U-M on central campus;
U-M Art & Architecture Library in the U-M Media Union on Bonisteel Blvd., North Campus, Ann Arbor;
Wayne State University Library;
Michigan State University Library;
Local town/community libraries may be helpful, as well.
MelCat (<http://elibrary.mel.org/>) can get you books from many libraries all over the state, often within a few days
Interlibrary loan: <https://illiad.emich.edu/illiad/>

RESOURCE LIST

Database for art & architectural history citations:

1. Bibliographies in the History of Art (BHA) www.emich.edu>Quick Links>library>databases>BHA or http://primo.getty.edu/primo_library/libweb/action/search.do?vid=BHA
An international collection of articles, listed and summarized.

To use: This resource is searchable by architect, style, period, subject and other terms.

Sources for images:

1. ARTstor www.emich.edu>Quick Links>library>databases>ARTstor
ARTstor, like Jstor, is an international database to which we subscribe. It changes all the time, with new images added frequently.

To use: You will need to enter your my.emich credentials to be able to see all images, save them, etc. This database is searchable under "Advanced Search" by architect or artist, title, location, period, time frame, geographic region.

2. LUNA www.emich.edu>Quick Links>library>databases>LUNA
This is a collection of images we have recommended, stored in software we have purchased for the library. It is usable only on campus at this time.

To use: You'll need to enter credentials to access the group of images you'll want to see. This database is searchable by architect or artist, title, location, culture, and faculty member who ordered the images included. You don't need to set a medium to search.

3. Google Images <https://images.google.com/>
A collection of images put up by contributors.

To use: You can search by title, architect, city, etc. While a lot of odd images show up, you can often find useful historical and contemporary photographs, drawings, etc. This site will include images put up on Pinterest, which often has good photographs, too, although if you do not sign up for Pinterest, you often can't download photographs from that site.

Randy Baier, Humanities Librarian, can coach any of you through these, if you would like. You can reach him at rbaier@emich.edu.