

WOMEN THROUGH ART HISTORY



FALL 2022 -- SYLLABUS

CRN: 70058

Professor contact



This stouze@ccsf.edu is the administrative email that initially use to contact students. I will respond to mail sent there within 72 hours Monday-Friday, exclusive of weekends and school holidays. However, I always prefer to get messages through the Canvas "Inbox" once you are registered because I can respond faster there (usually I strive for 48 hours, exclusive of weekends and school holidays.)

So once in canvas when the course has opened, make sure to use the Canvas inbox in the website's navigation bar (on the left) the website's clickable icon will look like the image below...



Office Hours

Office hours on Mondays from 8:00 am to 9:00 am via Zoom meeting request through Canvas course email once enrolled or via regular CCSF email (stouze@ccsf.edu) if you are yet unregistered.

Course Description

Together we will go through a scholarly “investigation of women's role in European and non European society as artists, patrons and subjects in art from prehistory to the present. Artworks are examined through formal and thematic characteristics and from a historical, social and gender-based perspective.” CCSF catalog description.

ADVISE: ENGL 88 or ESL 188 or readiness for college-level English

TRANSFERRABLE TO UC/CSU||Art, CSU-C1: Arts, IGETC 3A: Arts, CCSF E: Humanities, CCSF H2: Women's and Gender Studies. 3 units:

Student Learning Outcomes

1. Identify the formal visual elements of individual works of art by women in different media.
2. Classify artworks created by women in specific art historical movements.
3. Analyze the historical, social and gender factors that affected the methods and themes used by women artists.
4. Evaluate the reinterpretation of women artists through updated historical and feminist scholarship.
5. Identify the gender relevance of artworks by employing basic art historical methods and terminology.

You will receive a detailed email with a document filled with live links indicating to you how to access the class' website and participate. So stay posted and make sure that you check your official City college email 1 day before the start of the course. Here is a link regarding City College's email [frequently asked questions regarding email and email retrieval.](#)

Important Dates

- Our course's website will be ready to log into early on August 29th at 10 am •
- Last Day to Drop with a refund September 8th
- Last Day to Drop without a “W” September 16th
- Essay due by November 20th
- Last day to drop with a “W” November 21st
- Last lecture ends by December 11th
- Final Exam revision days Monday December 12th – 13th – 14th and 16th • FINAL

CUMULATIVE EXAM will open online at 10 am on December 17th and will close on Monday December 19th at 11:00 pm. It is your responsibility to take it within that frame of time, not doing so will result in a “0” grade for it.

- The course and its modules will be closed by December 19th at 11:00 pm •
- You will receive your official grade via the CCSF’s web in January 10th

AN IMPORTANT ANNOUNCEMENT ABOUT ATTENDANCE



- **All students are required to regularly participate** in activities to be able to stay in the class. This is especially crucial for online courses.
- **People NOT login in by the Friday of the course’s opening week at 11 pm will be considered no show** and risk being dropped, so I can leave their space for other students who are waiting eagerly to register.
- **So in order to be able to stay in the class**, log in by Friday of the first week and then complete the tasks marked by an asterisk * listed in the Welcome email sent to you and please do so by the Tuesday 6th September at 11 pm.
- This first week will represent a MINIMUM of 9 hour’s worth of work (= a little more than our usual weekly load). Why 9 hours? Well, this is the first week and we have much to do, additionally keep in mind that this is a CSU transferable course worth 3 units.
- Once logged into Canvas, you will click on the mini banner that says Women Through Art History ART 108. It will look like this



- Once you click on it, you will land on the course’s “Homepage”. That is an important point of departure.

Please, make sure to read the homepage’s content in its entirety and follow every single step. Avoid cutting corners at all costs, and this may result in your getting lost in the website, getting frustrated and learning less efficiently. In this homepage under the banner to the left you will see “Start Here” click there and you’ll land on the first module - week 0. This will be your orientation to the course, its tools and policies.

- Make sure, to learn how to navigate the website (there will be a tutorial video there teaching the basics) *
- Please, entirely read the syllabus in the website . *
- Take the quiz that will test your knowledge of key points from the syllabus. *
- Update your online profile with a current picture of yourself that looks like you Or an avatar that looks like human (somehow it is that human factor I / we need as I want to know who I am emailing / interacting with...) *
- Participate in our first online discussion where you will “meet” teacher and peers. *

TASKS TO COMPLETE SUMMARY

- Log into website by Friday 11 pm
- Learn about website’s navigation system by viewing a short tutorial video
- Read the syllabus entirely
- Take syllabus and course policies quiz
- Set your profile picture in Canvas.
- Participate in our first online discussion
- Review of the week 1’s pages and mark as done what is required. Some of the important items/ assignments are:
 - Introduction to VoiceThread tool
 - Visual analysis lesson: Lines...
 - Practice quiz for lines
 - Real quiz lines
 - Discussion Ice-Breaker + Book's Introduction - Challenges faced by women artists.
 - Quiz Art History – Book's Preface

Don’t be fooled, don’t fall for clichés !!!!!

Yes, this is an art class! Nop it will not be laid back and an easy “A”

- This course will be hard and rigorous work but also loads of fun!
- You will learn much more than you expected.
- Your visual literacy will grow exponentially!
- By the end of this semester you will be equipped to visit a museum and sound like an enlightened connoisseur dropping savvy art vocabulary. You will be able to interject in art and Afro centric discussions and articulate your point with clarity and conviction.

Visual Literacy and Art History

My role is to provide you with the necessary skills to write a formal art history essay. Hence, that means that I need to teach about visual analysis and art history.

As such the first seven weeks of the course will be rigorous given that you will have to learn about both at once.

Then by week 6 or 7 you will have acquired the necessary skills to launch and write a formal essay in which you will showcase your ability to analyze the format and the content of an artwork.

How will the work unfold each week?

- You will realize a minimum of 6 hours' worth of work. So do not procrastinate.
- You will view and study several slide lectures.
- You will answer the prompts located in each of these required lectures or online discussions.
- You will read your book in parallel.
- You will take a visual analysis quiz every week, along with a bigger art history quiz. After 7 weeks, you will have just the art history quizzes to take.
- Quizzes will usually open on Thursdays at 10 am and close on Sundays at 11 pm
- Most assignments are due on Sundays at 11 pm unless otherwise noted. Hence you will need to study during the week in order to complete the tasks as waiting to do it all weekend will be stressful and arduous. Chew bite size content all week long as opposed to cramming all the weekend.

NOTE ABOUT THIS COURSE'S PACE

I strive to reach a balance between working consistently hard from the get go and having

time to breath... Therefore I set up the course – as a short term course with a couple of time platforms for you to breathe, and do things at your own pace along with the entire week of Thanksgiving entirely off.

Additionally, you will have 1/2 week before the final exam to review the material that you will be tested on. So, the trade here is that yes indeed you will work intensely, but you will then have some time to catch up & do things at your own pace.

Finally, if you organize yourselves well you could take the Final exam as early as December 12th and be potentially done with the course at that time as opposed to working until the end = 19th at 11pm...

Carrie Mae Weems' photograph from "Kitchen Tables" series 1990's



Carrie Mae Weems "Kitchen Table" series 1990's

COMMUNICATION POLICIES

General Communication

I will generally respond to this email stouze@ccsf.edu more slowly (72 hours). Once you are able to log into Canvas and access the course please use the canvas inbox as I will strive to respond to those emails within 48 hours.

Aside from that, when I need to communicate with the entire class, I will post a message in the Announcements Forum. You will also be notified according to how you've set up your notification preferences in Canvas. So, you will need to make sure to [go to your canvas](#)

[notification preferences](#) as soon as possible and make your choice.

Please post your general questions in the Q&A discussion forum. I strive to reply to Q&A posts within 48 hours, Mon-Fri, and my replies will be visible to the entire class, but if you know the answer then you are welcome to jump in to help.

What is Professor Touzé's Communication Style?

First of all, let's be respectful and constructive! Sometimes, when we are tired, hungry or just simply frustrated, it is just too easy to lash out online. So please be aware of that phenomenon and curb your mood. Ask yourself: Is it reasonable for me to write this knee jerk email NOW to one of my peers or to my teacher when I do not feel my best.

In this course everyone must be polite and precise: start your emails with a personalized greeting and let's provide each other with the context related to what we say, so we can understand each other. See next examples of bad email starts without clear context.

Examples of bad email beginnings by students...

- Why did I not get 100% points on "X"? = curt + no link + no description of issue...
- The quiz #3 is not open, how come? = a little curt & bossy. Me thinking: I am trying my best to stay on top of things. We are all humans and do make mistakes...

Examples of bad email by teacher...

- Since you turned in your essay late, then you'll have "x" point off = curt, off putting and not very supportive
- You have not done the last quiz... = What quiz? Where? Provide a link!
- You had a good grade on your quiz... = Same as above, context / link please!

Examples of good email beginnings by students...

- Hello, I hope the sun shines on your end... It is gorgeous here in LA. Ok, I was wondering why I did not get 100% points on "X" in Module 3... I want to do my best so...
 - Hey teacher, I totally spaced out on the quiz this weekend. Frankly, I have no real excuse, so I do not keep my hopes up on this

query, but I do have a very good reason. So let me show you a few pics / proofs of the latest... So I was wondering if...

Examples of good email beginnings by the teacher...

- Hello Suzy Q, I noticed that you did not turn in “X” and “Y” in module “Z”. What is up? I hope you are fine. Let me know as I am a little worried...
- Hey Jesus, Que tal in Nicaragua? I hope the internet access is not too challenging. Well, I thought that you’d like to know that the question you raised in the Extra Credit Forum, Module “X” is really...

Our goal is to strive to:

- Be helpful to each other.
- Create a spirit of dialogue and cooperation.
- Encourage a free exchange of ideas furthering critical thought.
- Welcome disagreement in a positive way.
- Acknowledge the dignity and worth of every person in the class..
- Abide by the rules of netiquette. See next for a definition.

WHAT IS NETIQUETTE AND WHY IS IT IMPORTANT?

Being Misunderstood Online is Quite Common

Avoid miscommunication by double checking what you say. What seems perfectly clear to you may be confusing to your readers, for instance avoid using jargon and abbreviations.

Recognize and Respect Diversity

The internet and online learning are a global medium and while you and your virtual classmates may use the same language to communicate with each other, the truth is that your cultural backgrounds, gender perception, abilities and political as well as religious views vary significantly.

Profanity, and racist, sexist, homophobic, ageist, ableist and immigration status or religious derogatory remarks are unacceptable, no matter how innocent or “funny” may sound to you. Students engaging in and / or repeating such negative behaviors are violating the college’s code of conduct and may also be violating the college title IX by creating a negative

classroom environment and preventing others from learning in a safe, respectful and atmosphere. Students engaging in such behaviors are liable to being expelled temporarily or definitively from the course.

Please, strive to respect diversity and opinions that are different from yours. Being open to different points of view, being able to understand their context is a sign of intelligence and a stupendous way to learn. On the other hand, if you are the victim of an insulting remark, try to maintain your calm and firmly resist returning the offense. Rather, report the issue directly to your course instructor and take a screenshot or provide a detailed explanation.

Tone Down Your Language and Attitude.

Written language lacks the support of facial or voice communication clues. Hence, it is easily misinterpreted. Avoid the use of strong words, grand or blanket statements, sarcasm, derision, scorn as they easily create tension, feed misunderstandings and escalate the negativity.

Take Your Posts Seriously

Always provide the number of required comments: no more and no less! Stay on topic and answer the questions raised by the teacher. Invective and rants, whatever their types do not promote dialogue. Instead they often confuse or antagonize your peers. Such posts will reflect badly on you as they make it appear that you are not willing to open up to new ideas, content, not willing to be flexible and learn. Furthermore, it shows that you are not able or willing to behave positively in an online social environment. This is a college level course not a “free for all social platform”, so act accordingly and take your posts seriously.

But, in short, here's the rule...



Grading and Online Communication

Discussion posts and answers to the lectures are part of your critical participation in this course. Students who do not obey netiquette rules listed above will have their points slashed by 99% and will be reprimanded.

But should you disrespect netiquette and disobey the college's code of conduct, your grade for discussion post will be slashed and you will have just 1 puny point

And therefore, it is the student's responsibility to contact me ASAP if they see that their grade for a post is slashed.

The idea is for the student to understand clearly why their post was an issue and for the teacher and the class as a whole as per college policies, and for the offending student to find a positive solution to promptly fix the issue. The student will be explained why your behavior is problematic and get a warning or more depending on the gravity of infringement. [Here are the college's policies in this regards](#) and [here is the Office of Students Affairs' website](#) to find more information too.

But bear in mind that the student persists in their negative behavior you will endure the risk of being expelled temporarily or definitively from the course / college.

In short, my course is a

NO TROLL ZONE!



One on one Communication – Teacher to single student

They are two different types:

- Written communication via email + I always appreciate video communication too (you have that option in the Canvas email system...)
- Spoken via office hours on main campus when I have classes on campus and this semester I do...
- Or via teleconferencing.

I will usually reply to your emails within 24-48 hours, Mon-Fri. If you do not hear from me within this time frame, please email me again. When I need to contact you individually I will either email you at your ccsf.edu address and /or Canvas Inbox.

If you require any special accommodations for this class, please contact me via email as soon as possible. I will be more than happy to work with you and [DSPS \(city college's office supporting students with disabilities\)](#) and we will coordinate with an online disability learning specialist to ensure a quality learning experience.

Please note that students do not necessarily have to disclose their disability or the nature of their disability to the teacher. They can simply decide to keep the discussion focused on the accommodation they need and it is ok with me either way.

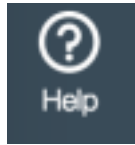
So again as a rule:



- Questions specific to you as SINGLE individual then use
- Questions about course content and Canvas use the Q & A discussion forum found in the homepage as shown in image below

COURSE WEB SITE AND LEARNING SYSTEM

Students will use the Canvas Learning Management system for instruction and turning in assignments as well as viewing classmates' work, sharing resources, and viewing grades. There are many resources to learn how to use the website efficiently. First, there is this [mini tutorial that will allow you to learn about the basics of Canvas system and our website](#) (this tutorial will also be included in our course's homepage). And there Canvas [how to website with MANY other how to Canvas videos](#).



Yet again you can click on the button on the left hand side.

ONE REQUIRED TEXTBOOK



Women Art And Society, by Whitney Chadwick

Sixth edition

Thames and Hudson World of Art series

ISBN: 978-0-500-20456-6

Publisher: Thames & Hudson.

You can locate and order textbooks online via [the CCSF Bookstore](#)

But for now you have at least [the book's preface here because you will need to read for the first week \(this is an accessible version\).](#)

But hurry up and purchase it and read it as you go... I will indicate each week what your reading requirements are.

REQUIRED SOFTWARE & GEAR

You will need the following software for this course.

- Access to a personal computer and internet is very highly recommended but not required. If you do not own a computer then make sure that you find out ASAP how access one through CCSF
 - Keep in mind that Google Chrome works best with Canvas
 - [Make sure to update your browser](#)
 - A good pair of earphones to listen to narrated lectures and isolate yourself. •
- At least three great study playlists :)

STUDENT RETENTION MATTERS



Do You Want To Drop the Course?

If you decide to discontinue this course, it is your responsibility to officially drop it, in order to avoid getting no refund or a "W" or an "F" on your record. Talk to me and to a counselor ASAP as we want to find ways to support you first in order to avoid you dropping the course if at all possible or reasonable.

INCOMPLETE POLICY

Bear in mind that I rarely provide students with the opportunity to take an incomplete as I have plus 18 years' worth of reasons to avoid that pedagogically wise. And if you want to know more about what these reasons are do not hesitate to ask as I will be happy to flesh out my answer for you.

Should you want to receive an incomplete, you will need to fulfill the requirements below:

- Student has completed the midterm and at least 60% of course work
- Student faced an unforeseeable situation.
- Student has discussed her/his predicament with the teacher via email and requested "incomplete" within a timely manner. That means with enough time /days for the teacher to think about it and get back to you before the last week of the course (check deadlines).

- Student has provided sufficient, reasonable and clear supporting documentation to evidence this unforeseeable situation they faced.

Why provide the teacher with digital documentation showing clear evidence that you were facing an unforeseeable situation?

Because, it is both a question of fairness towards class peers and as a teacher I need to keep record of the rare situations that warrant such an exception (that is to say an incomplete.)

After receiving the request, the explanation and the necessary documentation, I will assess your query and get back to you via email and tell you whether I am willing to give you the opportunity to complete the course within the next semester cycle or not.

When granting an incomplete I will give the student a precise list of tasks / assignments to complete. Should the student fall short of completing the agreed upon assignment/ work in the time frame agreed then the "I" grade may turn the grade into a "F" a "D" or at best a "C" if some reasonable amount of work was produced during the semester in the first place. When and if the student completes the agreed upon work in due time, then the teacher will assign them a letter grade that reflects the assessment of the work and let City colleges' admissions and records know in order to officially change the "I" to the proper letter grade.

COURSE'S METHODS OF EVALUATION

The modules (each week's content) contain varied assignments with different point value. These points accumulate as we go and are automatically calculated with the percentage listed below.

- Art History discussions = 23% (including art history discussions) * ●

Visual Analysis Quizzes and Assignments = 17 % ✂

- Art History Quizzes = 22 % ✂
- Final Quiz = 19 %
- Five pages Essay = 19%
- Visual Analysis & Art History lectures viewing & learning = 0%
- Practice quizzes = 0%

* This asterisk indicates that the lowest 2 grades will be dropped.

✂ This symbol indicates that the lowest grade will be dropped.



Do not shoot yourself in the foot academically wise...

While the visual analysis and art history lessons are worth 0% they count a LOT learning wise. By doing them diligently, making sure to ask teacher questions and marking them as done, you will get a much better chance to succeed on the visual analysis and art history quizzes. These lessons allow you to gain the skills necessary to analyze artworks, interpret them within their own relevant context and ultimately write a high stake midterm essay worth 19% of your entire grade.

Most assignments handed as digital files will be accompanied with a grading rubric and a narrative assessment on occasion for you to get feedback.

Extra Credit Opportunities:

- Extra Credit light = 2%
- Extra Credit heavy = 4% (Students that do not do extra credit will not be penalized, but those that do can gain extra points and or grade percentage)

I will provide weekly extra credits for students who want to reach that stupendous plus 4.0 GPA and want to make sure they transfer to top universities, or simply want to remediate to a previously low grade.

Images Shown In Course & Grading

This course will contain some images that might be uncomfortable for some students based on their personal and cultural sensibilities or beliefs. For instance, you will see artworks and images of

nudity, showing symbols and depiction of female's bodies or be exposed to artists who speak up against sexism and violence against women. In short, such images will be featured in my courses, quizzes and the final exams and hence you are required to look at them and know about them and their cultural contexts in order to be able to perform on varied required tests including final exam.

DISRESPECT OF NETIQUETTE RULES

- Should you disrespect netiquette and disobey the college code of conduct, your grade for the post or comment will be slashed by 99%.
- Consider receiving 1 puny point for a discussion post like your first warning. At this point, you should contact the teacher as soon as possible via Canvas email.
 - You will be explained why your behavior is /was problematic
 - You may be given a chance to rectify.
 - However, if you persist in your negative behavior you will endure the risk of being expelled temporarily or definitively from the course / college.

LATE ASSIGNMENTS POLICY

I fully understand that there are sometimes overwhelming situations that a student may have to suddenly face or that he /she may be under great duress. In this instance, communication is KEY. Email me AT ONCE so we can discuss how this situation has impacted you and what to do next. However, I will require you to share reasonable documentation proving the situation that you faced, if I must do an exception. I will not accept excuses at face value.

DISCUSSION POSTS AND WRITTEN ASSIGNMENTS

I do not accept any posts or written assignments retroactively.

QUIZZES

You will be provided with the quiz' study guideline at the beginning of the week when the module opens, but by in large each quiz will either bare on art history and - or visual analysis lectures, textbook and varied videos.

It is your responsibility to take the quiz within the indicated time frame = They will open on Monday when the weekly module opens and close on Sunday at 11 pm. If you missed a quiz, it will be graded as "0".

I encourage you to take all the quizzes as we go while the lesson is still fresh in your mind. However, life happens! So, I will permit anyone to take ANY quiz untaken and marked "0" quiz up until the end of Thanksgiving week. Thereafter the "0" will stick...

I vigorously recommend that you take EVERY SINGLE practice quiz in order to maximize your chances to do better for the real quizzes.



Taking all the practice quizzes will also give you a total of 8 bonus points applied to any of your visual analysis quiz that is retained by the website (not a dropped one) so long as: You claim that you indeed took all of the practice quizzes before our class closure by sending me a Canvas email entitled "Practice quizzes all done = bonus please!" I will verify that you did so and will apply the 8 points to any already taken visual analysis quiz that is to your advantage and will make a note of it in the feedback rubric acknowledging so.

LATE ESSAY

Not turning in the midterm essay worth 100 points will severely impact your grade:

- 1 day late = 20 points
- 2 days late = 30 points
- 3 days late = 50 points
- Not accepted beyond 3 days late = "0" points

**The Final Exam (taken online) CANNOT be made up,
replaced or taken at an ulterior date.**

I recommend that you take the final exam as soon as possible or before our class website closes , this way this will leave you and I sometime in case of an exceptional malfunction. If you take the quiz down the wire and something happens and the website closes, my hands will be tied & I will not be able to help you out.

ESSAY ADVICE

To put all the chances on your side and succeed, I strongly recommend that you have a strong enough level of English necessary for you to be able to write a college level academic essay. I recommend that you have successfully passed ENGL 86 or ESL 150 or have an equivalent or above level. This essay will be worth a much bigger percentage of your overall grade!!!!

GRADING POLICY

You can see your “Grades” in Canvas at any time... You can view a mini video [tutorial on how to check grades](#).

I will usually grade on Mondays and until mid-week on Wednesday and Thursdays and then release the grades to be viewed only once I have graded the assignment for the entire class. If I accumulate some delay given that this is a large class, I'll let you know...

Grades will be assigned as follows

A 100% to

85% B

>85%-79%

C >79%-

68% D

>67%-56%

An “F” grade indicates that a student participated and completed the course's assignments on a regular basis and up until the last week of class but failed to master the course curriculum.

An “FW” grade indicates that the student stopped participating in the course for 2 weeks and did so after the last day to deadline to withdraw and subsequently did not submit any work or participate in any exams.

Please check with your counselor and financial aid advisor for possible implications of the FW grade on residency and financial aid status (including some benefits received by veteran students.) Be advised and be wise...

One of my personal policies is that if your overall class grade expressed in percentage within Canvas is point 7, I will round-up the grade up if you have taken both the final exam and written the essay. So for instance, a student who has an overall grade of 84.7% would be rounded to 85%, thus becoming an “A” grade as opposed to a “B”.

My Personal take on Grades...

I have never promised a grade & I never will. But I can tell you the following: most people who seriously follow all the required steps and do their work regularly to the very best of their ability and actually complete their essay can often end up with a “B” or more.

Finally, students will not get a passing grade by just participating in the class. To me: the proof is in the proverbial "pudding" whether these are weekly assignments, quizzes or essays...

What I mean by that is that all your assignments will be assessed and your grade will reflect both the cumulative quantity and quality of your work in this course.

Also, never ever give up. Be the turtle in the story, not the hare. Diligently plug away and keep on working! And do not underestimate the power of weekly extra credit for both learning purposes, building rapport and creating a cushion of points for you.

Never turn "nothing" for an essay. Try your best. We have all been there, sometimes that essay might not be our proudest moment, but do not throw the baby with the bath water. Give me something to grade and work with...

STUDENT EXPECTATIONS

You will succeed and have fun in this course if you meet the following expectations:

- Complete the assigned activities in due time. Especially make sure to do so for the midterm essay and take the final exam within the indicated frame of time.
- Strive to use the "Weekly Extra Credit Question Forum" to clearly ask questions about the week's content and share images to illustrate your points.
- Take the final exam on time.
- In short, do your own best work and read my feedback in the grading rubric, to see what you came short on... Should the rubric's feedback not be clear enough for you, then reach out to me in a private email.

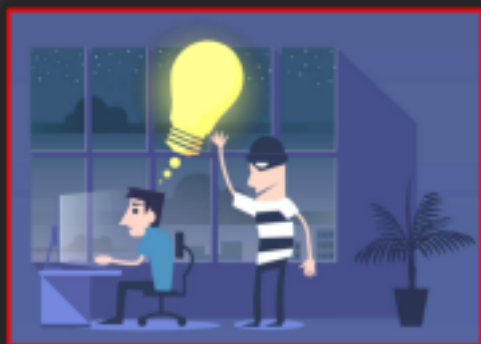
To Succeed Make Sure to Reach Out Early

- Reach out before the assignment's deadline is something is unclear to you.
- Use the "Weekly Extra Credit Question Forum" to reach out and extend your learning.
- Use the feedback that I share with and implement it in order to progress.
- Fall - Spring sessions: start working on your midterm essay as soon as I share the description of it and rubric as it takes WEEKS to write An academically strong research essay.

STANDARDS OF CONDUCT

Students who register in CCSF classes are required to abide by the CCSF Student Code of Conduct. Violation of the code is the basis for referral to the Student Conduct Coordinator or dismissal from class or from the College. See the Office of Student Affairs and Wellness here for more information.

Collaborating on or copying of tests or homework in whole or in part will be considered an act of academic dishonesty and result in a grade of 0 for that test or assignment. I encourage students to share information and ideas, but not their individual work.



REGARDING PLAGIARISM & ACADEMIC HONESTY

I have recently seen an upsurge in academic dishonesty catching students in the act of plagiarizing others' work and passing it as their own.

Sometimes, the plagiarism excerpts might be what I call "Google Dumps" or taking ideas from students in our class within the conversation and repeating what they said with little new information or adding just a perfunctory little twist that is meaningless.

- [City College's academic Integrity and Plagiarism](#)
- [Citing Information Sources](#)
- And [here is a fun video regarding plagiarism!](#) which will also be made available in our class website.



What is a Google Dump? A Google Dump (similar to a Wiki dump...) is when a student searched through the web, basic and - or expert information about the topic and reports back (without sharing the source of that information). Doing so usually makes your post look off topic because

most my questions are very specific to the lectures... And it tends to give your post a tone that is not your own. Thus a tone that does not sound adequate for an academic forum discussion with peers. In short, it is quite unimpressive, it makes you look bad and it is lazy...

Can't I refer to information that I found through the web? Yes, you can (although most of what you need to answer the questions I raise can be found in our site and my lectures...)

But if you found interesting, novel or more pointy or thought provoking information that is "on point", then feel free to share by all means... Do share, so long as it is from reputable sources, properly quoted and that the sources you used are clearly listed and linked.

MAKE SURE TO USE WEB INFORMATION TO:

- extend one of your points
- counterargument someone
- bring a new perspective to the discussion or lesson
- add a needed nuance
- illustrate your point with an image or an article

BUT AVOID AT ALL COST USING WEB INFORMATION AS:

- crutches
- space filler
- a means to sound impressive and knowledgeable
- a way to save yourself some time because you did not review the lecture fully and still wanted to appear like you are on top of things...

What will happen if a Google Dump or plagiarism is spotted by the teacher?

Regardless of the assignment's percentage and worth, it will automatically be graded "0" .

A teacher's note will be added to the assignment's grading rubric - identifying this plagiarism issue and the student will receive a first warning via Canvas email and they will be required to email teacher back ASAP and do the following in writing:

- A. Acknowledge the issue.
- B. Acknowledge that they took the time to review information and tutorials from the syllabus' links and learnt how NOT to plagiarize.
- C. Acknowledge that they now clearly understand that at the next instance of plagiarism they will be reported to the college's academic authorities and be possibly excluded from the course and having to retake it another semester

ONLINE DISCUSSION POSTS

Please, complete discussion posts and replies within the indicated window of time.

FORMATTING OF POSTS

- Strive to write visually organized and well formatted posts by:
- using the number of the question and its key words and bold them
- SYSTEMATICALLY highlight the new - sustained vocabulary on every single post from now until the end of the course.
- use bullets when necessary
- if required to show an image in a discussion then make sure to embed it correctly so everyone can see it on the post (I will explain how to do so...)
- Your post must be mostly free of grammatical mistakes including foreign artists' names...

Truth be told, I am a stickler about it...

Why? Because the formatting of your posts enhances the quality of your thinking.

The highlighting of specific art historical and visual analysis new or precise words you learn will help you use them and retain them. You know how the saying goes: "use it or lose it!" So, if you consistently use the sustained vocabulary week after week, your posts will improve and you will be better prepared for your essay or writing portfolio...

CONTENT OF POSTS

- Use expository language: show me that you learnt from the lesson and reflected. Please, DO NOT summarize the lesson as we have all learnt from it already. Instead, please share your enlightened reflections.
- Create posts that are honest, reflective and original (avoid repeating what others have already said unless you can steer their idea into a different direction or expand on it.)
- Create a spirit of dialogue that encourages a free exchange of ideas furthering critical thought.
- Welcome disagreement in a constructive and positive way and acknowledge the dignity and worth of every person in the class by abiding to the rules of netiquette.
- And please, above NO GOOGLE DUMPING as this speaks poorly of your capacity to share your personal and enlightened perspective AND it is plagiarism...

FEEDBACK PROVIDED TO STUDENTS

Feedback will be provided via a number of different ways, such as:

- Rubrics including narrative assessment.
- Annotations and corrections made into the body of your final essay + rubric and possibly a summary of student's main challenges to be aware on and work on their assets to capitalize on...

For the Discussions I will:

- Occasionally, chime in and answer to a few students on occasion. Keep in mind that I cannot answer to ALL students or I cannot participate every single week. WHY? I'd rather spend my precious time consistently providing pointy and constructive feedback that is customized to the needs of every student within grading rubrics and meeting with student via Zoom to help them...
- Occasionally offer more information regarding something specific given a student's curiosity or where the conversation takes us.
- Observe that you engaged and interacted
 - in a supportive manner
 - in an critically academic manner
 - in such a way that you are not afraid to provide counter-argumentation and have different opinions.
- Steer the conversation in a certain direction if a student or students are off base at the beginning of the discussion and shoot an email to all to read my comment before posting their take on the topic.
- Finally, I will assess each students' participation in discussion and their learning by using grading rubrics as well as narrative feedback for each student.

When will the feedback be provided?

The narrative feedback for discussions is usually completed by Wednesdays by using both grading rubrics and a personalized summary assessment.

Feedback for quizzes will be revealed to you once you take the quiz and will be able to see your wrong answers.

Automated points calculation of any assignment kicks on a continuous basis whether for regular assignments or extra credit via the website management system.

Feedback for the final essay or written portfolio

It will be provided by using a grading rubric and narrative assessment. Now, IF you want - need to polish a specific paper to apply for graduate school or in view of creating an honors paper down the road, then I recommend that you write a full fledged essay of 4 to 7 pages and in that case, it would be probably best for you to take my full session course in Spring or Fall as oppose to speedy skimming through it all Summer session.

If you want and need pointed and personalized feedback beyond the grading rubric and narrative assessment, I am game for it and will graciously oblige, but you will need to provide me with a google doc link so I can include my comments to your essay.

SPECIAL NEEDS – DSPS _ DISABLED STUDENTS PROGRAM & SERVICES

If you need testing accommodations because of a disability, or have emergency medical information to share with me, please contact me via email. Students seeking disability related accommodations are vigorously encouraged to also register with Disabled Students Programs and Services so they can get the support and helpful technology they may need. DSPS is located in Room 323 of the Rosenberg Library (415) 452-5481. Please see the [Disabled Student Program & Services' website](#) for more information and alternate locations.

TITLE IX DISRICT POLICY REGARDING SEXUAL MISCONDUCT

The CCSF is committed to maintaining safe and caring college and has [established policies and procedures regarding Sexual Misconduct, Harassment, and Assault which you can consult here.](#) And [more information and forms are listed here too.](#)

- Please make sure to understand the limitation of my confidentiality in relationship [to Title IX which binds both the college and myself.](#) • I am often *perceived* by many students as a supportive source because:
 - I present material related to gender and at times to sex discrimination and assault
 - I present art history from a gynocentric point of view that

validates females' experiences.

- I am sensitive to social justice in its varied forms
- And finally, some students might also feel close to me. •

However, I am **not** a confidential resource on campus. That means that I will need to share anything that you may tell me about an experience of sexual misconduct with our Title IX Coordinator. This is college district policy, and it aims to ensure that you and peers receive the resources and support that you or they may need. • I stress this because I want you to be able to make a choice about who you feel comfortable sharing private information with. • Hence, I can support you by [letting you know who the confidential resources are on campus](#) or via Zoom or phone and how connect with them.

- We also have several other resources that might be of service to you regardless of your identified gender or sexual orientation. ◦ [Project Survive](#)
- [Women's Resource Center](#)
- [Gender Diversity Project](#)

My thoughts and policies related to title IX are the following:

- It is important for all of us to understand how deeply personal and sensitive issues of sexual violence are for *many* people.
- I will warn all students when a lesson actively presents a situation where an artist speak about sexual assault and rape, because I want to be sensitive to the needs of student and their right not to be triggered again into a traumatic space. Such students can write me an email about the matter or ask for a personal appointment to figure how I can best support them in learning the material without undue stress.
- I will not tolerate victim-blaming statements or false generalizations about sexual violence (= if you do so, then that means that you are transgressing Netiquette) . If, anyone notices such statements in a discussion forum, then feel free to contact me privately via email, because I will address such statements directly with the student who posted them and I will give time for ALL students to regroup & affirm the gravity of the topic.
- I will never explicitly ask any students to discuss or publicly reflect on their personal connections to sexual violence (as everyone must have the power to decide whether to disclose their experiences).

Finally, keep in mind that learning or insights about gender and diversity that you they gain IN class:

- Should leave the classroom, and spread into the world...
Indeed, my hope is that positive gender and diversity insights should be shared and discussed outside of our class, with friends, with loved ones, acquaintances...
- But ANY personal details that were shared in class by peers, should NOT leave the classroom AT ALL. Why? Because the person who shared these details did so in a private manner within a forum and trusted "us" (peers and teachers) to keep them private.



**City college has many types of student services designed to help
you succeed**

[Here is very complete excel sheet with tons of descriptions for help and live links](#)

[Here is a digital pamphlet explain how to reach for the types of help you might need.](#)

A Word of Caution About Contemporary Art



For instance, this portrait of Reverend Jackson a Black civil rights activist and close collaborator of Martin Luther King, was created by David Hammons an African Americans artist in 1984. Hammons essentially white washed Jackson and turned him into a white person with blue eyes and graffitied the question: "How Ya Like Me Now?" This artwork created a lot of controversy then and provoked diametrically opposed reactions too, [learn more about this artwork here](#). This work was created to give food for thought, at a time when Reverend Jackson was only the second black politician to run a national campaign for presidency. The idea was to highlight how racism and discourse around his candidacy was still affected by racism.

Alice Neel, Pregnant Woman, 1971,



seemed to shock viewers then and perhaps still now... And an assumption is often made that artists are willing to shock their audience for the sake of it. Yet, the overwhelming majority do not provoke for the sake of shock value but in fact have a precise agenda in mind. More recently (1960's

-1990's), artists who have been traditionally marginalized in the broader art historical discourse have challenged the status quo and “rattled the cage” so to speak... For instance, Latinos, African Americans, Indigenous people, Gays, Lesbians and various underrepresented groups just to name a few, have pushed back to have their voice heard.

Because of this phenomenal artistic resistance & not accepting racism or homophobia or business as usual, some artworks will be confrontational, or seem bizarre to you and hurt your sense of aesthetic or moral sensibilities. Yet, keep in mind that being confronted with new ways of seeing and understanding the world offers us all a unique opportunity to grow and learn. My role as art history teacher is to accompany you on this complex and very rich journey!

And because of the aforementioned, I will ask everyone to:

- Remain open & suspend judgment when you see an artwork that “does not agree with you”
- Welcome disagreement in a positive way
- Being open to art works’ different points of view, being able to understand their context and authors is a sign of intelligence and a stupendous way to learn.
- Encourage a free exchange of ideas furthering critical thought in our class

So, let's do it! Let's learn together!