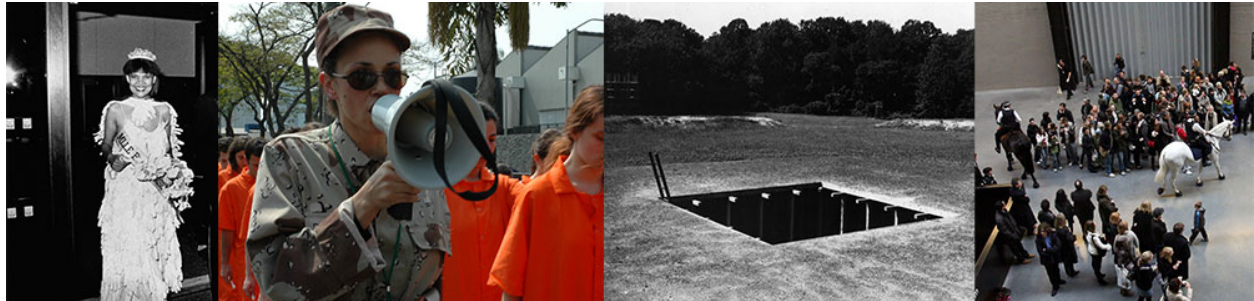




Gen & WS 410-001: Special Topics in Gender and Visual Culture

Feminist Art and Visual Culture



Left to right, Lorraine O'Grady, Coco Fusco, Mary Miss, Tania Brugera

In the wake of recent institutional gestures towards the recognition of feminist art, this course will focus on conditions under which feminist art was and is created, methods by which feminist works of art were and are generated, and issues that have and continue to be key to the field. A plurality of feminisms and attention to the intersections of race, class, and sexuality with gender and sex will shape thematic investigations of practices including institutional critique, craft, performance, and collaboration, among others. The structure of this course will reflect the hybridized practices of much feminist art, in combining text-, writing- and studio-based research projects that employ various feminist tactics. No prior studio-based art practice required.

INSTRUCTOR

Associate Professor Anna Campbell

CONTACT

anna.campbell@wisc.edu

MEETING TIME & LOCATION

Tuesdays & Thursdays 9:30 – 10:45am
Sterling Hall 1335

CANVAS

<https://canvas.wisc.edu/courses/427520>

REQUISITES

Honors only

OFFICE HOURS

Office hours will be conducted remotely unless other arrangements are made. Please schedule an appointment at: <https://annacampbell.youcanbook.me> at least 12 hours in advance
Tuesdays: 12:00 – 4:00pm or other times as arranged

COURSE DESCRIPTION

In the wake of recent institutional gestures towards the recognition of feminist art, this course will focus on conditions under which feminist art was and is created, methods by which feminist works of art were and are generated, and issues that have and continue to be key to the field. A plurality of feminisms and attention to the intersections of race, class, and sexuality with gender and sex will shape thematic investigations of practices including institutional critique, craft, performance, and collaboration, among others. The structure of this course will reflect the hybridized practices of much feminist art, in combining text-, writing- and studio-based research projects that employ various feminist tactics. No prior studio-based art practice required.

3 CREDIT COURSE

This is an intermediate level, humanities course fulfills the Humanities/ Literature/ Arts approach in the Gender & Women's Studies major. This class meets for two 75-minute class periods each week over the fall semester and carries the expectation that students will work on course learning activities (reading, writing, problem sets, studying, etc.) for about 3 hours out of classroom for every class period.

COURSE LEARNING OUTCOMES

At the completion of this course, undergraduate students will be able to:

- Engage in critical discourse on the concepts, themes and strategies key to feminist art and visual culture.
- Demonstrate a working knowledge of influential practitioners and texts in the field.
- Analyze and apply text- and studio-based practices to generate projects that respond to or participate in a dialogue on feminist theory, art and visual culture.

REGULAR AND SUBSTANTIVE INTERACTION

This course provides regular and substantive interaction by:

- Providing direct instruction twice weekly through lecture and facilitating group discussion at least once/week on the scheduled and assigned weekly content.
- Assessing or providing feedback on a student's coursework throughout the semester based on the expectations of the learning activities described in the assignments section of this syllabus.

ATTENDANCE

The nature of the seminar classroom is experiential and active, so being in class prepared and on time is essential and expected. You may miss two class periods without affecting your grade. If you are late to, or leave early from class by 15 minutes or more this will count as 1/3

absence. Your final grade will drop a grade level after two additional absences. [Example: 4 absences drop an A to an AB; 3 absences and 3 late arrivals drop a C to a D.] You are responsible for all course content. Religious holidays are excused absences, but you should contact me in advance of missing a class for any reason.

Because we are in the midst of navigating a still-ongoing pandemic, I will be happy to work with you to accommodate and excuse necessary absences based on illness.

MAJOR GRADED WORK

Performance/ Action/ Labor Proposal

due Sunday, October 20

Synthesising project that builds on course content to generate a proposal for a new performance art work; accompanied by bibliography and visual support material

Craft Proposal

due Monday, November 25

Synthesising project that builds on course content to generate a proposal for a new craft work; accompanied by bibliography and visual support material

Art+Feminism Wikipedia Edit-A-thon

due Tuesday, December 17

Research intervention in Wikipedia, contributing information on feminist art

Discourse: Discussion Posts

usually due twice a week on Mondays and Wednesday

Weekly contributions to online group discussion; your analysis and positions in discussion will build the intellectual foundation for your other coursework.

Text Presentations

Each student will introduce one assigned text to the class using a handout and presentation, and help lead our discussion of the text.

There will be no exams in this course. Projects may be workshopped in class, and will be completed and submitted outside of class time.

WEIGHT OF ASSIGNMENTS

20%	Performance/ Action/ Labor Proposal
20%	Craft Proposal
15%	Wikipedia Edit-A-Thon Project
25%	Discourse: Discussion Posts
20%	Text Presentations

DISCOURSE: DISCUSSION POSTS

A major element of our discussion will be discourse built on reflection, review, and analysis that will take place on Canvas. Our class will be divided into three unique small groups, each named for a feminist artist. Over the course of the semester, your small group of approximately 6 students will engage course material and each other.

In an average week, you will compose two posts: one due by midnight on Monday and one due by midnight on Wednesday. Your posts should be roughly 150 words (not counting any quotes you may include) and will involve a close reading, a connection/ comparison, *or* a visual analysis. There will be 22 regular discussion posts (1 point each) 3 extra credit discussion posts (1 point each) and one Workshop post (3 points). Your lowest three grades will not be counted against you.

NORMS FOR DISCUSSION

- Presume positive intentions
- Engage respectfully
- Read/ listen attentively
- Provide evidence from assigned texts
- Refer to fellow students using their names and correct pronouns
- Please add additional norms to help guide our discussion in the communally edited Discourse Agreement in Canvas

DISCUSSION GRADING SCALE

A	24 - 25
AB	22 - 23
B	21
BC	20
C	18 - 19
D	15 - 17
F	0 - 14

UNGRADING

This class will be evaluated using contract grading and ungrading methods. Experimentation and revision are critical elements to learning, but the specter of grades can often inhibit students.

For projects and presentations, you will consider the scale of work you want to complete. You will earn the corresponding grade for that project or presentation when all its necessary components are completed. Projects have a series of *Core Goals*; if completed, you will have addressed the most important learning goals for the project. *Advanced Goals* increase your learning opportunities. I have identified *Advanced Goals* that I think will help propel the scale and ambition of your projects, and am interested to integrate additional advanced goals that you would like to see in class work.

SCALE FOR FINAL GRADES

A	93-100%
AB	88 - 92%
B	83-87%
BC	78 - 82%
C	70-77%
D	60-69%
F	0-59%

Final grades will not be curved.

REQUIRED COURSE MATERIALS

All readings and films will be available on Canvas

CAMPUS RESOURCES:

- [University Health Services](#)
- [Undergraduate Academic Advising and Career Services](#)
- [Office of the Registrar](#)
- [Office of Student Financial Aid](#)
- [Dean of Students Office](#)

RULES, RIGHTS & RESPONSIBILITIES

- See: <https://guide.wisc.edu/undergraduate/#rulesrightsandresponsibilitiestext>

ACADEMIC CALENDAR & RELIGIOUS OBSERVANCES

- See: <https://secfac.wisc.edu/academic-calendar/#religious-observances>

ACADEMIC INTEGRITY STATEMENT

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

AI STATEMENT

The use of artificial intelligence (AI) tools and applications (including, but not limited to, Copilot, DALL-E, and others) for course assignments and assessments does not support the learning

objectives of this course and is prohibited. Using them in any way for this course is a violation of the course's expectations and will be addressed through UW–Madison's [academic misconduct policy](#), specifically UWS 14.03(1)b (b) Uses unauthorized materials or fabricated data in any academic exercise.”

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform me of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. I will work either directly with the you or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

DIVERSITY & INCLUSION STATEMENT

Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world. <https://diversity.wisc.edu/>

SEXUAL HARASSMENT & OTHER FORMS OF SEXUAL MISCONDUCT

As an instructor, I am committed to supporting survivors of sexual misconduct, including sexual assault, sexual harassment, dating violence, domestic violence, stalking, and sexual exploitation. UW–Madison offers a variety of resources for students impacted by sexual misconduct.

If you wish to seek out free, confidential support, there are a number of [services](#) available on campus and in the community. If you would like to report sexual misconduct to the campus, a number of [reporting options](#) are available. In addition, each department has staff members, known as Responsible Employees, who can assist you. If you are an undergraduate student, most of the academic and career advisors you work with are designated Responsible Employees. Please note that Responsible Employees are required to report specific disclosures that you share about sexual misconduct to UW-Madison's [Title IX Office](#).

The Department of Gender & Women's Studies has the following Responsible Employees:

- Department Chair, Dr. Judy Houck (jahouck@wisc.edu)
- Department Administrator, Jamie Gratrix (jamie.gratrix@wisc.edu)
- Graduate Coordinator, Duachi Yang (duachi.yang@wisc.edu)
- Undergraduate Advisor, LaChrista Greco (lachrista.greco@wisc.edu)

PRIVACY OF STUDENT RECORDS & THE USE OF AUDIO RECORDED LECTURERS STATEMENT

Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

COURSE EVALUATIONS

Students will be provided with an opportunity to evaluate this course and your learning experience. Student participation is an integral component of this course, and your feedback is important to me. I strongly encourage you to participate in the course evaluation.

DIGITAL COURSE EVALUATION (AEFIS)

UW-Madison now uses an online course evaluation survey tool, [AEFIS](#). In most instances, you will receive an official email two weeks prior to the end of the semester when your course evaluation is available. You will receive a link to log into the course evaluation with your NetID where you can complete the evaluation and submit it, anonymously. Your participation is an integral component of this course, and your feedback is important to me. I strongly encourage you to participate in the course evaluation.

CALENDAR OVERVIEW

	TUES	THURS	PROJECTS DUE
WEEK 1	<i>Labor Day</i>	Feminist Art Foundations	
WEEK 2	Feminist Art Foundations	Feminist Art Foundations	
WEEK 3	Feminist Art Foundations	Feminist Art Foundations	
WEEK 4	Performance as Critique	Performance as Critique	
WEEK 5	Performance as Critique	Performance as Critique	
WEEK 6	Performance as Critique	Performance as Critique	
WEEK 7	Performance as Critique	Performance as Critique	Performance/ Action/ Labor Proposal
WEEK 8	Crafting Resistance	Crafting Resistance	
WEEK 9	Crafting Resistance	Crafting Resistance	
WEEK 10	Crafting Resistance	Crafting Resistance	
WEEK 11	Crafting Resistance	Crafting Resistance	
WEEK 12	Crafting Resistance	<i>Thanksgiving</i>	Craft Proposal
WEEK 13	Virtual Realities/ Documentary Space	Virtual Realities/ Documentary Space	
WEEK 14	Virtual Realities/ Documentary Space	Virtual Realities/ Documentary Space	
WEEK 15	Virtual Realities/ Documentary Space	<i>Study Day</i>	
EXAM WEEK			Art + Feminism Wikipedia Edit-A-Thon

Details subject to change.