EXPANDED COURSE DESCRIPTION
ART HISTORY
School of the Arts, Media, Performance and Design
Department of Visual Art Art History
FA / ARTH 3562 3.0 SECTION A
WOMEN IN RENAISSANCE AND BAROQUE ART
FALL 2020 / WINTER 2021

COURSE CALENDAR DESCRIPTION
Provides an in-depth study of the various roles women played in Renaissance and Baroque Art, as artist, patron and subject. Prerequisite: FA/VISA 2560 6.00. Course credit exclusion: FA/VISA 3560B 3.00.

INSTRUCTOR(S)

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<tr>
<th>Name</th>
<th>Section / Format / Term</th>
<th>Contact Email</th>
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<tr>
<td>Korrick, Leslie A</td>
<td>Sec. A / LECT / F</td>
<td><a href="mailto:korrick@yorku.ca">korrick@yorku.ca</a></td>
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SPECIAL FEATURES
Course Director: Dr. Leslie Korrick
Office: Goldfarb Centre for Fine Arts (CFA) 233
E-Mail: korrick@yorku.ca
Office Hours: Virtual; by appointment Offered: Wednesday, 2:30-5:30 (includes both synchronous and asynchronous components)
Location: Online (via Zoom + Moodle platforms)

COURSE DESCRIPTION
This course offers an in-depth study of women in Renaissance and Baroque art—as artists, both well known in their day and not; as art patrons and collectors who occasionally exerted great influence as a result of their activity; and as they are represented in the imagery of the period, whether based in reality or imagined. Among the questions the course will ask and attempt to answer:
What did it mean to be a female artist, and especially a professional female artist, in the Renaissance and Baroque periods? What were the practical challenges and opportunities for women who created art and how might these be situated in relation to the well-established artistic practices of male artists as well as to the broader cultural milieu? How was their art received and what led, in some cases, to their fame across Europe? What accounts for the rise of women as patrons of art? How did commissioning and collecting art serve to expand and consolidate the power of aristocratic women within a largely patriarchal environment? Why did middle-class women also collect art and under what circumstances? What do the images of women produced at this time by female and male artists reveal about how gender was constructed and often naturalized at the time? From portraits to religious and mythological figures, contemporary rulers, working women, housewives, and even the so-called “wild woman” among others, for whose eyes were these images produced? And how do we variously contextualize them from our vantage point(s) today?
In exploring these questions, the course engages with a variety of Renaissance and Baroque texts that address the status of women as artists, patrons, and subjects worth rendering. These include biographies, letters, artist’s contracts, art treatises, writing on the role of women in society, household manuals, moralizing texts on family life, treatises on the beauty of women, and court documents. It also draws from the methodologies developed by feminist art historians in the 1970s, the moment when these artists were “rediscovered” in art...
history, alongside more recent texts that seek to complicate further our reading of women in Renaissance and Baroque art.

Prerequisite Currently, there is no valid prerequisite for this course. (What appears online is out of date.) However, third-year standing and/or an ability to work at the third-year level will make success more likely.

COURSE OBJECTIVES
The following objectives include those associated with course content as well as those dedicated to general skills building that should prove useful in almost any course:

• To become familiar with the life, working methods, production, and reception of a range of female artists; the activity of female patrons; and a cross-section of images depicting women in the Renaissance and Baroque periods.

• To gain a broad understanding of the cultural milieu in which these artists and patrons took on their activity and were evaluated by their contemporaries based, in part, on documents of the period.

• To unpack the iconographical complexity of images produced, commissioned, and collected by women alongside those depicting women.

• To consider history as means of reconstructing and interpreting the past and, in conjunction, to recognize that different methodologies employed in this process may yield different results.

• To refine skills in visual and textual analysis.

• To extend research and writing skills in a variety of formats.

• To work rigorously, critically, and creatively with course content

COURSE DELIVERY DURING THE COVID-19 PANDEMIC
Online Format
Because we remain in the midst of the COVID-19 pandemic and as is required by York University, this course is moving from an in-person to an online format. Thus, the delivery of course content and all related teaching and learning activity will occur remotely, largely via the Zoom and Moodle platforms. There will be no mandatory in-person interaction or activity on the campus. Nonetheless, there will be experiential education (EE) opportunities, modified this year to take best advantage of the online format.

Synchronous and Asynchronous Teaching and Learning I will be delivering course content both synchronously (via Zoom) and asynchronously (via Moodle); your participation is expected in both contexts. This means that you must be available on Wednesday between 2:30 and 5:30 EST (the day and time officially assigned to the course) so that you are free to participate in those classes with content delivered synchronously. Each class will be marked on the syllabus and/or on Moodle with a symbol indicating whether it has been designed as synchronous, asynchronous, or a combination of the two.

Technical Requirements Online course delivery requires that you have access to digital equipment that allows you to participate fully. Ideally, you should have access to a computer (or other smart device) with a stable and higher-speed internet connection, webcam, and microphone. The screen on your device should be large enough so that you are able to examine visual images in well-defined detail. Headphones are not strictly required but many students find them helpful for clarity of communication.

Technical Assistance and Tips for Online Learning The following list of URLs provided by York University may be useful as you prepare to attend class and study online. There is some overlap and duplication of material among these sites.

• Zoom@YorkU Best Practices (a one-page guide that outlines all the basics for attending class via Zoom) https://uit.yorku.ca/wp-content/uploads/sites/5/2020/04/Zoom@YorkU-Best-Practicesv2.pdf


• Student Guide to Moodle (a walk through the basics) https://lthelp.yorku.ca/student-guide-to-moodle

• Student Guide to eLearning at York (a well laid out overview) http://elearning-guide.apps01.yorku.ca/learning

• Learning Skills Services (tips for remote/online learning) https://lss.info.yorku.ca/online-learning/

• University Information Technology: Student Services (a general site for all your computing needs) https://uit.yorku.ca/student-services/technology-used-in-courses/course-websites/
Classroom Etiquette/Netiquette for Synchronous Classes

The basics of online classroom etiquette, or netiquette, are covered in some of the resources listed above. Nonetheless, I highlight the following with the requirements of this course in mind:

- The Zoom classroom has options for audio (“mute” and “unmute”) and video (”on” and “off”). Please be ready to begin synchronous classes with both your audio and video on. Once class begins, I will advise when you should mute.
- Your “live” presence is expected for synchronous classes. Unless you have made prior arrangement with me, there is no option to participate in these classes with a black screen or a still image on screen.
- Please ensure that both your first and last name appear at the bottom of your video screen. If you prefer to be called by another name, put that one in parentheses.
- If you are joining synchronous classes from a space that you would prefer to keep private, consider using Zoom’s “background image” feature so that your actual surroundings are hidden from view.
- For synchronous classes, try to set up where there are few if any distractions so that you have a better chance of staying focussed on course content.
- Further minimize distractions by avoiding phone calls and texts, random internet surfing, and/or reading and writing email during synchronous classes.
- Family, friends, and roommates are not enrolled in the course and should neither be on screen with you nor commenting on course content during synchronous classes.
- With a few exceptions, Zoom’s “chat” feature will be disabled during synchronous classes.
- Individual recording of synchronous classes from your end with an external recording device is not permitted as such recordings are not generally very helpful as study tools. Instead, try to take notes as you would during an in-person class; these may then be enhanced by course content posted on Moodle.

Course Announcements and Communication via Email

I typically keep students in the loop between classes through the Course Announcements option on Moodle. If you are enrolled in the course, you will receive my course announcements at the email address you have provided to the university. Please make a point of reviewing these as they arrive in your inbox.

In general, other email communication is useful when you have a query that can be answered briefly or to book an online appointment to discuss course content and/or assignments. If you cannot keep a previously booked appointment, please send an email, ideally before the last minute. Email requesting information that is available on Moodle will not typically be answered.

Copyright

Course content that is presented via and/or stored on Zoom and Moodle is intended only for students enrolled in ARTH 3562 and may not be shared electronically under any circumstances. As members of the York University community, we are obliged to be mindful of its position on copyright, which reads, in part, as follows:

“Course materials are the intellectual property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this material for distribution…may lead to a charge of misconduct under York’s Code of Student Rights and Responsibilities and the Senate Policy on academic Dishonesty and/or legal consequences for violation of copyright law.” (https://copyright.info.yorku.ca/students-reuse-of-teaching-materials-from-york-courses-2/)

REQUIRED READING

Weekly required reading is indicated on the syllabus below and should be prepared before the class to which it is attached unless indicated otherwise. All readings and/or links to readings are available on Moodle.

Whether you’ve had relatively little or a great deal of experience preparing readings at the university level, you may find it beneficial to review my guide sheet titled “How To Prepare A Reading,” available under Week 02 on Moodle. York also provides a nice overview of “Effective Readings Strategies” for students through SPARK (Student Papers & Academic Research Kit), available online at https://spark.library.yorku.ca/effective-readingstrategies-academic-reading/.

REQUIRED ONLINE ACTIVITY
Required online activity will be undertaken via Moodle and may be broken down into three sections:

- Asynchronous course content.
- Homework to be completed in conjunction with synchronous and asynchronous classes.
- Material associated with assignments.

In these contexts, you will work with a range of material including but not limited to prerecorded segments, film and video, discussion forum questions and problems, websites, online research sources, and image banks. Your ongoing and carefully considered engagement with this material will enhance your experience of course content, support your work on assignments, and contribute to your participation grade for the course.

It is your responsibility to visit the site regularly as material will be posted on an ongoing basis throughout the term.

COURSE COSTS

- Cost of any equipment/software that you may require to participate in the course remotely.
- Cost of any materials that you may require to complete assignments.
- Student registration fee to attend one presentation at the virtual conference “Masculinities in the Premodern World: Continuities, Change, and Contradictions,” to be hosted by the Centre for Reformation and Renaissance Studies, University of Toronto.

PRELIMINARY SYLLABUS

This preliminary syllabus offers you an overview of the themes to be explored from week to week along with a selection of readings that will likely accompany them. A complete list of readings and full details regarding synchronous and asynchronous course components, related online activity, homework, and assignment due dates will appear on the syllabus uploaded to Moodle on the first day of class.


12/10/20 READING WEEK: NO CLASS


09/11/20 COMMISSIONING AND COLLECTING ART II: IN THE DOMESTIC SPHERE Reading TBA


07/12/20 CURATING WOMEN IN RENAISSANCE AND BAROQUE ART: MUSEUMS REAL AND IMAGINED

GRADED ASSESSMENT

STUDENT EVALUATION

Evaluation Breakdown
Assignment 1: Rereading Artemisia Gentileschi: A Case Study 33.3%
Assignment 2: Renaissance and Baroque Women in the Museum: A Curatorial Project 33.3%
Weekly Participation and Preparation 33.3%
• evidence of having prepared the weekly readings
• contributions to synchronous class discussion
• evidence of engagement with course content delivered asynchronously
• discussion forum participation
• completion of homework exercises
• attendance at one paper presented at the virtual conference, “Masculinities in the Premodern World”

Assignment Guidelines and Due Dates
Detailed guidelines for Assignments 1 and 2 will be distributed separately. Assignments are due on time unless you have a legitimate and documented medical or family emergency; when possible, please alert me to your situation prior to the due date. Typically, extensions will be granted under these circumstances only. Assignments that are submitted late under other circumstances without prior discussion will be assigned a grade of zero. Due dates are indicated on the syllabus and on the assignment guidelines.

Grading Scheme
A+ 90-100% Exceptional
A 80-89% Excellent
B+ 75-79% Very Good
B 70-74% Good
C+ 65-69% Competent
C 60-64% Fairly Competent
D+ 55-59% Passing
D 50-54% Marginally Passing
E 45-49% Marginally Failing
F 00-45% Failing

A Note on Attendance and Participation (Synchronous and Asynchronous Classes)
Your attendance at and participation in synchronous classes is expected. Except in the case of ongoing and extraordinary documented medical or family circumstances, missing three synchronous classes over the term will likely result in a request that you consider dropping the course.

Asynchronous classes offer more flexibility in terms of when you take on the work associated with any given week. Nonetheless, they are designed on the assumption that the work is completed before the next class (whether synchronous or asynchronous). Some material is time sensitive so please make every effort not to fall behind!
Please note that assignments and other submissions will not be graded unless you have been participating regularly in the course. There is no leeway for students who attempt to receive credit for the course without ever attending classes that are delivered synchronously or by appearing on an occasional basis only.

ADDITIONAL INFORMATION

ACADEMIC HONESTY

Academic Policies / Information

The Senate Academic Standards, Curriculum and Pedagogy Committee (ASCP) provides Course Information for Students:

https://secretariat.info.yorku.ca/files/CourseInformationForStudentsAugust2012-.pdf?x58469

At the third-year level, you should already be aware of York University’s regulations regarding academic honesty, available online at https://secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policyon/. York also provides a good discussion of academic integrity for students through SPARK (Student Papers & Academic Research Kit), available online at https://spark.library.yorku.ca/academic-integrity-what-is-academicintegrity/.

However, I highlight here the following statement on plagiarism from the Senate Policy on Academic Honesty keeping in mind that plagiarism is subject to significant academic penalty.

“2.1.3 Plagiarism is the misappropriation of the work of another by representing another person’s ideas, writing or other intellectual property as one’s own. This includes the presentation of all or part of another person’s work as something one has written, paraphrasing another’s writing without proper acknowledgement, or representing another’s artistic or technical work or creation as one’s own. Any use of the work of others, whether published, unpublished or posted electronically, attributed or anonymous, must include proper acknowledgement.” (https://secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policy-on/)

DISABILITIES SERVICES AND ACADEMIC ACCOMMODATION

York University provides services for students with disabilities (including physical, medical, learning, and psychiatric disabilities) who require accommodation in the classroom and/or with respect to assignments and exams. If you require such accommodation, it is your responsibility to register with Student Accessibility Services as early as possible in the year/term to ensure that appropriate assistance is available in a timely fashion. Once you have done so, please touch base to discuss your requirements. Failure to make these arrangements at the outset of the course may curtail your opportunity to be accommodated productively. For more information, please visit https://accessibility.students.yorku.ca/.

ETHICS REVIEW PROCESS


Assignments involving human participants require that an Application for Ethical Approval of Research Involving Human Participants is submitted at least a month before the assignment is undertaken. In my opinion, work for this course does not require such an application. But if you believe that your approach to the work makes an application necessary, please contact me for assistance.

RELIGIOUS OBSERVANCE ACCOMMODATION

York University is committed to respecting the religious beliefs and practices of all members of the university community and making accommodations for observances of special significance, as is outlined at https://rights.info.yorku.ca/accommodating-creed-religion-a-guide-for-students-faculty-and-staff/. Should any of the dates associated with the course pose a conflict for you, please contact me as soon as possible and not later than three weeks into the term.

STUDENT CONDUCT IN THE CLASSROOM

At York University, students and professors are to work together “to maintain a teaching and learning environment that is physically safe and conducive to effective teaching and learning for all concerned, and to be civil and respectful at all times within the learning environment,” whether or not course content is deemed controversial. Professors are expected to do their part in fostering this type of environment by heeding the guidelines provided at http://secretariat-policies.info.yorku.ca/policies/disruptive-andor-harassing-behaviour-inacademic-situations-senate-policy/,
from which the quotation above is taken. For information on the ways in which students are expected to do their part, please visit the Code of Student Rights and Responsibilities at http://oscr.students.yorku.ca/csrr.

Many courses utilize Moodle, York University’s course website system. If your course is using Moodle, click here to access it.

Moodle @ York University