



**ROCHESTER INSTITUTE OF TECHNOLOGY
 COURSE OUTLINE FORM
 COLLEGE OF IMAGING ARTS AND SCIENCES**

Art History

NEW COURSE: CIAS-ARTH-577-DisplayingGender

1.0 Course Designations and Approvals

Required course approvals:	Approval request date:	Approval granted date:
Academic Unit Curriculum Committee	December 1, 2010	December 1, 2010
College Curriculum Committee	February 11, 2011	February 11, 2011

Optional designations:	Is designation desired?		*Approval request date:	**Approval granted date:
General Education:	Yes	<input type="checkbox"/>		
Writing Intensive:	<input type="checkbox"/>	No		
Honors	<input type="checkbox"/>	No		

2.0 Course information:

Course title:	Displaying Gender
Credit hours:	3
Prerequisite(s):	None
Co-requisite(s):	None
Course proposed by:	Heidi Nickisher
Effective date:	Fall 2013

	Contact hours	Maximum students/section
Classroom	3	20
Lab		
Studio		
Other (specify)		

2.a Course Conversion Designation

	Semester Equivalent (SE) Please indicate which quarter course it is equivalent to:
	Semester Replacement (SR) Please indicate the quarter course(s) this course is replacing:
X	New

2.b Semester(s) offered

Fall	Spring √	Summer	Other
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2.c Student Requirements

Students required to take this course: (by program and year, as appropriate)
None

Students who might elect to take the course:
Students in the schools of Art, Design, American Crafts, and Photography. Additionally, students pursuing a minor in Art History; and/or students with an interest in the history of art, architecture, or design in need of a general education course.

3.0 Goals of the course:

3.1 Introduce students to critical museum practice through a focus on issues of gender and representation.

4.0 Course description

Course number: ARTH-577

Name of Course – Long Title: Displaying Gender

Name of Course – Short Title: Displaying Gender

Prerequisites: None

Class 3, Studio 0, Credit 3 (Spring)

This course brings together two of the most significant strains of recent art historical scholarship: the study of gender in representation and the critical examination of exhibitions and museums – with particular focus given to key examples of curatorial practice from the late 19th century to the present day. Through readings, possible museum visit(s), class discussions, and guided individual research, questions of gender in exhibitions will be considered in relation to other aspects of identity including sexuality, race, and class.

5.0 Possible resources (texts, references, computer packages, etc.)

- 5.1 Ivan Karp and Steven Lavine, eds., *Exhibiting Cultures: The Poetics and Politics of museum Display* (Washington, D.C.: Smithsonian, 1991)
- 5.2 Steve Edwards, ed., *Art and Its Histories: A Reader* (New Haven, CT: Yale University, 1998)

6.0 Topics (outline):

- 6.1 Introduction to Gender Studies and Visual Culture
 - 6.1.1 Gender, Class, and Display
 - 6.1.1.1 Exhibiting Manet’s *Olympia* 1865 and Now
 - 6.1.1.2 Masculinities
- 6.2 Modernism and Gender at the Museum of Modern Art
- 6.3 Public Space and the Performative
 - 6.3.1 Performing Gender: Dressing, Cross Dressing and Marcel Duchamp
 - 6.3.2 Gender Performance and Photography

6.3.3	Queer Identities
6.4	Questioning Constructions of Race and Gender through Public Space
6.4.1	Adrian Piper, Coco Fusco, Guillermo Gomez-Pena, Guerilla Girls
6.5	Photography, Performance, and Contemporary Art

7.0 Intended course learning outcomes and associated assessment methods of those outcomes

Course Learning Outcome	Assessment Method
7.1 Introduce students to critical museum practice through a focus on issues of gender and representation. Students will receive a thorough grounding in the main currents of feminist theory and gender studies in art history and in relation to the field of museum studies.	10-page term paper, in-class presentation of research, discussions, short written responses
7.2 Encourage thinking about femininities and masculinities on display as manifestations of gendered stereotypes and ideals.	Reading/discussion/paper
7.3 Consider the ways in which public exhibitions function as sites of display for certain gendered norms and anxieties.	Reading/discussion/paper
7.4 Consider exhibitions as places for cultural and countercultural identities to make themselves visible	Reading/discussion/paper

8.0 Program outcomes and/or goals supported by this course

8.1	Enable students to obtain an understanding of the forms, functions, and meanings of works of art and architecture in their historical context.
8.2	Enable students to develop critical thinking and reading, writing, and speaking skills that may be applied to the contextual analysis of works of art and architecture and, in fact, an entire world of objects and images. These skills will be of capital importance in whatever field the student chooses to work.

9.0

	General Education Learning Outcome Supported by the Course, if appropriate	Assessment Method
Communication		
√	Express themselves effectively in common college-level written forms using standard American English	Written responses and/or formal paper
√	Revise and improve written and visual content	Paper
	Express themselves effectively in presentations, either in spoken standard American English or sign language (American Sign Language or English-based Signing)	
√	Comprehend information accessed through reading and discussion	Written responses, class discussion, and/or paper

Intellectual Inquiry		
√	Review, assess, and draw conclusions about hypotheses and theories	Written responses and class discussion
√	Analyze arguments, in relation to their premises, assumptions, contexts, and conclusions	Written responses and class discussion
√	Construct logical and reasonable arguments that include anticipation of counterarguments	Written responses and class discussion
√	Use relevant evidence gathered through accepted scholarly methods and properly acknowledge sources of information	Formal research paper
Ethical, Social and Global Awareness		
√	Analyze similarities and differences in human experiences and consequent perspectives	Written responses and class discussion
	Examine connections among the world's populations	
√	Identify contemporary ethical questions and relevant stakeholder positions	Written responses and class discussion
Scientific, Mathematical and Technological Literacy		
	Explain basic principles and concepts of one of the natural sciences	
	Apply methods of scientific inquiry and problem solving to contemporary issues	
	Comprehend and evaluate mathematical and statistical information	
	Perform college-level mathematical operations on quantitative data	
	Describe the potential and the limitations of technology	
	Use appropriate technology to achieve desired outcomes	
Creativity, Innovation and Artistic Literacy		
√	Demonstrate creative/innovative approaches to course-based assignments or projects	Formal research paper
√	Interpret and evaluate artistic expression considering the cultural context in which it was created	Written responses, class discussion, exams

10.0 Other relevant information

10.1 Classroom with slide projector, VCR/DVD player, and computer hook-ups