

Cover Sheet: Request 15338

ARH 3XXX – Methods of Research in Art History

Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Ashley Jones ajones@arts.ufl.edu
Created	10/13/2020 1:58:07 PM
Updated	11/20/2020 10:44:26 AM
Description of request	Request for undergraduate Methods of Research for Art History course

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CFA - Art and Art History 13020000	Elizabeth Caple		10/23/2020
No document changes					
College	Approved	CFA - College of Fine Arts	Jennifer Setlow		11/20/2020
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			11/20/2020
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 15338

Info

Request: ARH 3XXX – Methods of Research in Art History

Description of request: Request for undergraduate Methods of Research for Art History course

Submitter: Ashley Jones ajones@arts.ufl.edu

Created: 12/8/2020 10:12:05 AM

Form version: 2

Responses

Recommended Prefix ARH

Course Level 3

Course Number XXX

Category of Instruction Intermediate

Lab Code None

Course Title Methods of Research in Art History

Transcript Title Methods Hist of Art

Degree Type Baccalaureate

Delivery Method(s) On-Campus

Co-Listing No

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic? No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Weekly Contact Hours 3

Course Description Provides sophomore and junior art history majors with a foundational overview of the methods and theories of art history and a practical roadmap for researching and writing an art history paper.

Prerequisites ARH 2050 & ARH 2051 & (ARH_BA OR ARH_UMN)

Co-requisites N/A

Rationale and Placement in Curriculum This prepares sophomore and junior art history majors for advanced research and writing in art history. It offers an introduction to the fundamental methods and theories of art history and provides a guided pathway to completing individual research that will prepare them for advanced seminars in Art History such as ARH 4931.

Course Objectives Students will:

1. Examine and assess art historical topics by applying appropriate research practices to produce an annotated bibliography.
2. Examine and assess scholarly literature, including scholarly methodology through individual presentations, group discussions, and short response papers.
3. Refine their scholarly research and writing skills.
4. Produce a substantial research paper.
5. Effectively communicate their research through a final presentation.

Course Textbook(s) and/or Other Assigned Reading Anne D'Alleva, How to Write Art History 2nd Edition, 2020.

Anne D'Alleva, Methods and Theories of Art History 2nd Edition, 2012.

Weekly Schedule of Topics Week 1: Course Overview, and Introduction of Student Research Topics

Week 2: Premodern Histories of Art and the Development of a Discipline

- From D'Alleva, How to Write: Chapter 1, Introducing art history
- Chapter 6, Art history's own history
- From D'Alleva, Methods: Chapter 1, Thinking about theory

Week 3: Style, Connoisseurship, and Visual Analysis

- From D'Alleva, How to Write: Chapter 2, Formal analysis
- Susan Sidlauskas, "Painting Skin: John Singer Sargent's Madame X," *American Art* 15:3 (October 2001), 9-33

Week 4: Histories of Collecting and Display

- From D'Alleva How to Write: Chapter 3, Contextual Analysis
- Janet Catherine Berlo, et al., "The Problematics of Collecting and Display, Part 1," *The Art Bulletin* 77:1 (March 1995), pp. 6-23
- Tapati Guha-Thakurta, "'Our Gods, Their Museums': The Contrary Careers of India's Art Objects," *Art History* 30:4 (September 2007), pp. 628-657

Week 5: Using the Library; meet in the Architecture & Fine Arts Library for Librarian presentation

- From D'Alleva How to Write: Chapter 4, Writing art-history papers
- Jas Elsner, "Art History as Ekphrasis," *Art History* 33:1 (February 2010), 10-27
- Carlo Ginzburg, "Description and Citation," *Threads and Traces: True, False, Fictive*, Berkeley (2012), pp. 7-24

Week 6: Iconography, Iconology and Semiotics

- From D'Alleva, Methods: Chapter 2, The Analysis of form, symbol, and sign
- Katharina Lorenz, "Introducing iconology," and "Iconology in action," *Ancient Mythological Images and their Interpretation*, Cambridge (2016), pp. 19-36 and 37-88

Week 7: Social Histories of Art

- From D'Alleva, Methods: Chapter 3, Art's contexts

Week 8: Objects and Agents

- From D'Alleva, Methods: Chapter 4, Psychology and perception in art

Week 9: Spaces and Places

- From D'Alleva, Methods: Chapter 5, Taking a stance toward knowledge

Chapter 6, Writing with theory

Week 10: Museum-Based Research; meet at the Harn museum for Curator presentation(s)

Week 11: Student-directed readings and discussion

Week 12: Student-directed readings and discussion

Week 13: Student-directed readings and discussion

Week 14: Student final presentations

Week 15: Student final presentations

Grading Scheme Attendance and Active participation in discussion (15%): Students come prepared to engage and discuss the week's reading assignment, as well as ask questions.

Preparation, presentation, and discussion-leading of one article (5%): Once during the semester each student will be responsible for selecting a reading relevant to your research paper, presenting the assigned readings and leading discussion.

Object Description Paper (5%): after completing the assigned reading, students will write a one page description, of their chosen object(s).

3 Reaction Papers (5% each = 15%): Using their selected object as a lens or case study, students will write a reaction paper to a reading or readings of their choice three times throughout the course of the class.

Peer Review Participation (graded as complete/incomplete; 10%): Students will share their Object Description and Response Papers with their peers, and each student will be responsible for writing one paragraph of constructive comments on the paper of a classmates (this will be done on a rotating basis and not with a single partner). Peer reviews are due one week after description and response papers are due.

Annotated Bibliography and Paper Outline (15%): Students will prepare an annotated

bibliography and outline of their research papers.

Paper Presentation (15%): Students will present an abbreviated version of their paper in the last weeks of the class.

Final Paper 20%: Throughout the semester students will research and write a 15-page paper on the subject of their choice.

Grading Rubric:

1. ATTENDANCE and PARTICIPATION

ATTENDANCE POLICY:

Class Attendance. Attendance is mandatory. Repeated unexcused absences will result in a lowering of the participation and attendance portion of a student's grade. After the third unexcused absence, the participation and attendance grade would drop by 5 points (from 95 to 90, for example). For excused absences you need to provide a note from your doctor or other appropriate individual. Among the reasons for excused absences are: Death or major illness in the immediate family; religious holiday; injury. Please look at your calendar at the beginning of the semester to see if you have any commitments (for example, religious holidays) that conflict with classes, due dates, or exams. If you do have a conflict, contact Dr. Cabañas in advance.

PARTICIPATION RUBRIC:

Exceptional: Arrives ready to engage and discuss the week's reading assignment, as well as ask questions.

Competent: Mostly ready to engage and discuss the week's reading assignment, but asks few questions and demonstrates evidence of having not completed the readings.

Unsatisfactory: Provides an inaccurate and/or largely incomplete account of reading assignment and is unable to formulate or answer questions.

2. READING PRESENTATION

Exceptional: Accurately describes and interprets all relevant aspects of the scholarly literature, cogently and with unusual insight and attention to detail.

Competent: Mostly accurate in describing and interpreting many relevant aspects of the scholarly literature.

Unsatisfactory: Provides an inaccurate and/or largely incomplete account of the scholarly literature.

3. DESCRIPTION and REACTION PAPERS

Exceptional: Accurately describes and interprets chosen artwork in relationship to selected scholarly literature, cogently and with unusual insight and attention to detail.

Competent: Mostly accurate in describing and interpreting chosen artwork in relationship to many relevant aspects of selected scholarly literature.

Unsatisfactory: Provides an inaccurate and/or largely incomplete description and interpretation of artwork in relationship to selected scholarly literature.

4. PEER REVIEW PARTICIPATION

Graded as complete/incomplete

5. ANNOTATED BIBLIOGRAPHY and PAPER OUTLINE

Exceptional: Student conducts a thorough program of research, and by examining and assessing the results, s/he identifies all high caliber sources.

Competent: Student conducts a program of research, and by examining and assessing the results, s/he identifies some high caliber sources.

Unsatisfactory: Research is largely incomplete, and in examining and assessing the results, the student does not distinguish the differing quality of sources.

6. FINAL PAPER PRESENTATION

Exceptional: Lays out the key arguments and evidence in a fluent, compelling, and precise manner. Excellent pace, poise, diction, volume, and demeanor.

Competent: Lays out many of the key arguments and pieces of evidence clearly. Acceptable pace, poise, diction, volume, and demeanor.

Unsatisfactory: Notable disorganization, confusion, and/or vague expression. Notable deficits in pace, poise, diction, volume, and/or demeanor.

7. FINAL RESEARCH PAPER

Exceptional: Thoroughly surveys the state of the scholarly literature on the topic with excellent understanding of all the issues.

Competent: Examines and assesses much of the key scholarly literature on the topic, with understanding of many of the issues.

Unsatisfactory: Neglects most of the scholarly literature on the topic, with little understanding of the issues.

Instructor(s) Ashley Elizabeth Jones
Attendance & Make-up Yes
Accomodations Yes
UF Grading Policies for assigning Grade Points Yes
Course Evaluation Policy Yes