

COURSE CHANGE FORM

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

1. General Information.

- a. Submitted by the College of: Fine Arts Today's Date: 5. Feb. 2011
- b. Department/Division: Art/Art History
- c. Is there a change in "ownership" of the course? YES NO
 If YES, what college/department will offer the course instead? _____
- d. What type of change is being proposed? Major Minor¹ (place cursor here for minor change definition)
- e. Contact Person Name: Ben Withers or Jane Peters Email: bewith2@email.uky.edu jane.peters@uky.edu Phone: 257-4013 257-1716
- f. Requested Effective Date: Semester Following Approval O Specific Term²: Fall 2011

Comment [OSC1]: Excerpt from SR 3.3.0.G.2
Definition. A request may be considered a minor change if it meets one of the following criteria:
 a. change in number within the same hundred series*;
 b. editorial change in the course title or description which does not imply change in content or emphasis;
 c. a change in prerequisite(s) which does not imply change in content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s);
 d. a cross-listing of a course under conditions set forth in SR 3.3.0.E;
 e. correction of typographical errors.

*...for the specific purposes of the minor exception rule, the 600-799 courses are the same "hundred series," as long as the other minor change requirements are complied with. [RC 1/15/09]

2. Designation and Description of Proposed Course.

- a. **Current Prefix and Number:** A-H 555 **Proposed Prefix & Number:** A-H 555
- b. **Full Title:** Methods in Art History **Proposed Title:** Methods in Art History & Visual Studies
- c. **Current Transcript Title** (if full title is more than 40 characters): Methods in Art History
- c. **Proposed Transcript Title** (if full title is more than 40 characters): Methods in Art History & Visual Studies
- d. **Current Cross-listing:** N/A OR Currently³ Cross-listed with (Prefix & Number): _____
 Proposed – ADD³ Cross-listing (Prefix & Number): _____
 Proposed – REMOVE^{3,4} Cross-listing (Prefix & Number): _____
- e. **Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours⁵ for each meeting pattern type.**

Current: _____ Lecture _____ Laboratory⁵ _____ Recitation _____ Discussion _____ Indep. Study _____

¹ See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.
² Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
³ Signature of the chair of the cross-listing department is required on the Signature Routing Log.
⁴ Removing a cross-listing does not drop the other course – it merely unlinks the two courses.
⁵ Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

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	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency
	3 Seminar	_____ Studio	_____ Other – Please explain:	_____
Proposed :	_____ Lecture	_____ Laboratory	_____ Recitation	_____ Discussion
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research
	3 Seminar	_____ Studio	_____ Other – Please explain:	_____

f. **Current Grading System:** Letter (A, B, C, etc.) Pass/Fail

Proposed Grading System: Letter (A, B, C, etc.) Pass/Fail

g. **Current number of credit hours:** 3 *Proposed number of credit hours:* 3

h. **Currently, is this course repeatable for additional credit?** YES NO

Proposed to be repeatable for additional credit? YES NO

If YES: Maximum number of credit hours: _____

If YES: Will this course allow multiple registrations during the same semester? YES NO

i. **Current Course Description for Bulletin:**

A seminar introduction to the range of approaches scholars have historically used to study art's history (e.g., connoisseurship, formal analysis, iconography, etc.). Exact course content may vary to emphasize historiography, current methods, or the relation of critical theory to art historical practice. Prereq: Junior standing.

Proposed Course Description for Bulletin:

A seminar that reviews basic research methods used by scholars in art history, visual studies, and related fields. In addition to becoming familiar with a range of methodological approaches to the study of objects, environments, and images, students develop and refine the practical skills needed to conduct and present their research. Prereq: junior status and at least two courses in Art History & Visual Studies at the 300-level, or permission of the instructor.

j. **Current Prerequisites, if any:** Junior status

Proposed Prerequisites, if any: Junior status and at least two courses in Art History & Visual Studies at the 300-level, or permission of the instructor.

k. **Current Distance Learning(DL) Status:** N/A Already approved for DL* Please Add⁶ Please Drop

*If already approved for DL, the Distance Learning Form must also be submitted unless the department affirms (by checking this box) that the proposed changes do not affect DL delivery.

⁶ You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.

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1. **Current Supplementary Teaching Component, if any:** Community-Based Experience Service Learning Both
- Proposed Supplementary Teaching Component:* Community-Based Experience Service Learning Both

3. **Currently, is this course taught off campus?** YES NO
- Proposed to be taught off campus?* YES NO

4. **Are significant changes in content/teaching objectives of the course being proposed?** YES NO

If YES, explain and offer brief rationale:

Expanding the course to include methodological approaches and theoretical issues relevant to visual studies and other fields related to art history

5. **Course Relationship to Program(s).**

- a. **Are there other depts and/or pgms that could be affected by the proposed change?** YES NO

If YES, identify the depts. and/or pgms: _____

- b. **Will modifying this course result in a new requirement⁷ for ANY program?** YES NO

If YES⁷, list the program(s) here: _____

6. **Information to be Placed on Syllabus.**

- a. Check box if changed to 400G or 500. If changed to 400G- or 500-level course you must send in a syllabus and *you must include the differentiation* between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

⁷ In order to change a program, a program change form must also be submitted.

COURSE CHANGE FORM

Signature Routing Log

General Information:

Course Prefix and Number: A-H 555
 Proposal Contact Person Name: Monica Visona Phone: 312-3417 Email: m.b.visona@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
ART College of Fine Arts Curriculum Comm.	9/4/2010 4/6/11	Barbara [unclear] 17-4013/ Jane Johnson 17-1709/	[unclear] Jane Johnson
		/ /	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁸
Undergraduate Council	10/25/2011	Sharon Gill	
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁸ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

Dr. Monica Blackmun Visonà
Assistant Professor, Art History
University of Kentucky
(859) 257-1398
m.b.visona@uky.edu

Office: FA 307
Office hours: M 1:00 – 2:00
W 1:00 – 3:00
And by appointment
FALL 2010
A-H 555, section 001 meets in
FA 308a, M 2:00 – 4:30

A-H 555: METHODS IN ART HISTORY AND VISUAL STUDIES

COURSE DESCRIPTION:

A seminar that reviews basic research methods used by scholars in art history, visual studies, and related fields. In addition to becoming familiar with a range of methodological approaches to the study of objects, environments, and images, students develop and refine the practical skills needed to conduct and present their research. Prereq: junior status and at least two courses in Art History & Visual Studies at the 300-level, or permission of the instructor.

STUDENT LEARNING OUTCOMES:

Students will be able to:

1. Locate and analyze varied types of verbal and visual evidence, and apply them in support of an argument.
2. Document all evidence gathered, and present the references accurately by using one of the guides in the Chicago Manual of Style.
3. Develop arguments in carefully written documents, including a very brief abstract, a condensed paper (8 pages) and a short article (15 pages).
4. Use all stages of the writing process effectively by creating outlines, notes, rough drafts, and preliminary versions.
5. Produce final documents that have been thoroughly edited, polished, and proofread.
6. Read a paper in a scholarly gathering, making effective use of spoken language and visual imagery.

REQUIRED TEXT:

Booth, Wayne C., Colomb, Gregory G., Williams, Joseph M. 2008.
The Craft of Research. Chicago: University of Chicago. 3rd edition.

COURSE OUTLINE AND SCHEDULE:

The sequence of material covered may change, and additional lectures or activities may be announced during the semester. All assignments should be printed and assembled in a notebook I will review and grade.

M 8/30 Introduction to the course and to fellow students

Discussion: Professional opportunities in art history and visual studies; databases and technological tools useful in the course.

M 9/6 No Class (Labor Day)

M 9/13 Gathering information

Presentation: Finding a topic, question and problem for an exhibition on African art.
READ QUICKLY THROUGH THE ENTIRE TEXTBOOK

Assignment 1: Introduce yourself to me in 1-2 page written statement. What courses have you taken in art history and related fields? How are your personal experiences and interests related to your professional goals? Which research skills would you like to improve?

Assignment 2: Provide me with a list of 3-4 databases you have found useful when conducting research. Try to include those that give you access to articles, books, images and other visual material, museum collections and other archives. Give a brief description of each.

M 9/20 Choosing a topic and defining a field

Presentation: Delivering a research paper at a professional conference.
REVIEW ENTIRE SYLLABUS
READ CHAPTER 3 FOR DEFINITIONS OF “TOPICS” AND “QUESTIONS”
READ CHAPTERS 4, 8 AND 9 FOR “PROBLEMS”

Assignment 3: In 2- 3 pages, describe a topic you wish to research, and briefly describe what you know about the time period, the geographic setting, and general context of your topic.

Assignment 4: In 1 -2 pages, draw up at least 3 questions inspired by your topic, and explain why each might be a good “problem”.

Extra credit assignment (3 extra points): Attend the AIA lecture on Egyptian temples by Lenny Bell, and assess whether it was intended for a scholarly or a popular audience. Write 1-2 pages explaining how you made that assessment.

M 9/27 Analyzing sources

Presentation: Visual images and physical objects as sources of information
READ CHAPTERS 5 AND 6 FOR “SOURCES”

Assignment 5: Provide a bibliographic reference for each writer you have encountered who has provided basic, “first-hand” accounts relevant to your topic. This list of “primary sources” should include scholars who observe and describe art and images they have seen, who have discovered information in archives, who have spoken to or interviewed artists and patrons, or who have conducted fieldwork.

Assignment 6: Provide a bibliographic reference for each scholar you have encountered who has synthesized information and interpreted data about your topic, making the discoveries of “primary sources” accessible to other scholars. This is your list of “secondary sources”.

Assignment 7: Identify at least 3 theoretical issues shaping the study of your topic. Summarize each in a paragraph, and provide bibliographic references to these “tertiary” sources.

M 10/4 Citations and documentation

Presentation: Developing an argument for an exhibition of African art

Discussion: Progress report on sources and topics.

READ CHAPTERS 6,7,8,9 AND 10 FOR “ARGUMENTS”

Assignment 8: Write a 1 page grant proposal requesting that the Dean of the College of Fine Arts provide you with a travel grant so that you can conduct research on your topic. You may ask for up to \$4,000 for 1 - 6 months of research. Explain where you would travel, and why that travel would be important.

Assignment 9: Photocopy (or scan and print, or print,) one of the sources you will be using for your paper. On the photocopy or printout, use colored markers to highlight 3 passages marked by a footnote or endnote, the 3 citations themselves, and the 3 bibliographic references. Use a different colored marker for each.

M 10/11 Formulating questions

Presentation: Chicago Manual of Style

Discussion: Reliability, open source and internet-based data.

Discussion: Be prepared to give “elevator talks”, and to critique other arguments

READ CHAPTERS 7,8,9,10,11, AND 14 FOR “CLAIMS”, “WARRANTS” AND “REVISIONS”

Assignment 10: Write a preliminary “problem statement”, a list of questions connected to it, and a summary of the procedures you will follow to address them. This will be the CORE of your research paper. It should be less than a page in length.

Assignment 11: Write a preliminary bibliography for your paper. Annotate each source you have read or skimmed.

M 10/18 Constructing arguments

Discussion: Be prepared to discuss how you have refined your argument, and be able to read the first page of your paper aloud to the class.

READ CHAPTERS 12, 13, AND 14 FOR “PLANNING” “DRAFTING” AND “REVISING”

Assignment 12: Print 3 copies of the rough draft of your 13 - 16 page paper. Place one in your notebook, give one to your professor, and give one to a fellow student for review.

M 10/25 Presenting research

Discussion: Accessing, storing and projecting images

(Rough drafts of papers returned to writers by students and professor)

Assignment 13: Project (using PowerPoint) three images. One should be downloaded from Artstor or MDID, one should be scanned from a print source, and one should be downloaded from the internet using a search engine. Each should be properly cited. Give your professor a printout of the three PowerPoint slides or a printout of the three images and citations in a Word document.

Assignment 14: Photocopy the rough draft of the paper you edited for a fellow student, and place the photocopy in your notebook.

M 11/1 Writing and editing

Discussion: textbook and notebook assignments; progress reports on writing

Presentation: CAA Abstracts

Schedule meeting with professor for 11/8, 11/10, or 11/12

READ CHAPTERS 1,2,16, AND 17 FOR “DRAFTING” AND “READERS”

Assignment 15: Provide the title of your paper, an appropriate image, and your name, to the professor in an approved format (to be discussed in class).

Hand in notebook.

M 11/8 Working with images (NO CLASS)

Individual meetings with professor

READ CHAPTERS 16 AND 17 FOR “REVISING”

Bring a flash drive or DVD containing all of the images you wish to use for your paper, in the order in which you will show them to the audience, inserted into a PowerPoint file.

Hand in 150 word Abstract.

M 11/15 Expanding and contracting a text

Discussion: Editing

Schedule meeting with professor for 11/19 or 11/22 on Research Paper

Schedule meeting with professor for 11/29, 12/1 or 12/3 on Presentation

Hand in 13 – 16 page Research Paper

M 11/22 Refining and polishing a paper (NO CLASS)

M 11/29 Preparing a scholarly presentation (NO CLASS)

Hand in Revisions of Research Paper, if applicable

M 12/6 Symposium 2:00 – 4:30

Niles Gallery, Fine Arts Library

M 12/13 Symposium 2:00 – 4:30

Niles Gallery, Fine Arts Library

ATTENDENCE:

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of

major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

ASSIGNMENTS AND GRADING POLICIES:

- 30%** Completed Notebook
- 10%** Abstract
- 30%** Research Paper or Revised Research Paper (see guidelines)
- 20%** Public Presentation of Research Paper (see guidelines)
- 10%** Collegiality (see guidelines; note that these differ for undergraduate and graduate students)

- 100%** Total

Grading scale for undergraduates:

100% - 90% = A; 89% - 80% = B; 79% - 70% = C; 69% - 60% = D; under 59% = E

Grading scale for graduate students:

100% - 90% = A; 89% - 80% = B; 79% - 70% = C; under 70% = E

Mid-term and final grades will be posted in “myUK” by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

ACADEMIC INTEGRITY

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

STUDENTS WITH DISABILITIES

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

DISCLAIMERS:

The art discussed in this class may be related to sexuality and violence, and students will be examining political philosophies, cultural practices, and religious beliefs very different from their own. Students must be prepared to encounter images and ideas they may find offensive.

See me immediately if there is **no grade** on an assignment or test, or if you do not know why you have been asked to re-submit an assignment, or if an assignment **has not been returned** to you after a week from the date it was due. Please **keep all graded assignments** until you have received your final grade for the course.

Finally, please contact me if you have any concerns about the course, or any questions about assignments or tests.

RESEARCH PAPER GUIDELINES

Your paper must be 12 – 16 pages, double-spaced, 10 or 11 point font, with citations, captions for illustrations and bibliographic references in a style set forth in the Chicago Manual of Style. Note that the initial grade may or may not be changed if you write a revised version of the paper.

“A” papers for graduate students include:

- a clearly stated and compelling “problem”
- an understanding of the “topic” and an appreciation of the significance of the “problem”
- relevant “claims” that are supported by several types of “evidence”
- “evidence” that is credible and clearly documented
- sources that are used effectively and properly credited
- fluent, accurate and evocative language
- a clear organization, including a compelling introduction and convincing conclusion
- an obvious desire to engage and intrigue the reader

“A” papers for undergraduate students include:

- a clearly stated “problem”
- an understanding of the “topic” and the “problem”
- relevant “claims” that are supported by several types of “evidence”
- “evidence” that is credible and clearly documented
- sources that are used effectively and properly credited
- clear and appropriate language
- a clear organization, including an informative introduction and useful conclusion
- an obvious desire to engage and intrigue the reader

“B” papers graduate students include:

- a clearly stated “problem”
- an understanding of the “topic” and the “problem”
- relevant “claims” that are supported by several types of “evidence”
- “evidence” that is credible and clearly documented
- sources that are properly credited
- appropriate language
- a clear organization, including an informative introduction and useful conclusion
- an obvious desire to engage the reader

“B” papers include for undergraduate students include:

- a clearly stated “problem”
- a general knowledge of the “topic”
- “claims” that are supported by “evidence”
- “evidence” that is properly documented
- sources that are properly credited
- generally appropriate language
- a structure that includes an informative introduction and a useful conclusion
- interesting ideas

“C” papers for undergraduates include:

- a “problem” with some significance to the “topic”

- “claims” that are addressed by the “evidence”
- sources that are credited
- few major spelling or grammatical errors
- an introduction and conclusion

Papers that do not meet the expectations for a grade of “C” will be automatically returned to the student for revision. Revisions that do not meet the expectations for a grade of “C” will not be given any points.

PAPER PRESENTATION GUIDELINES (Graduate and Undergraduate Students)

“A” presentations include:

- an effective and interesting summary of the research paper (must be read)
- a delivery of 19 – 20 minutes
- speech that can be clearly heard and understood by the entire audience
- correct pronunciation of foreign terms, or quick apologies for mis-pronunciation
- a well-paced delivery, neither too fast nor too slow
- a well-modulated delivery, neither too uneven or too uniform
- images that are clearly and effectively arranged on individual PowerPoint “slides”
- images and spoken words that effectively complement each other
- engagement with the material and with the audience
- an enthusiastic approach to questions

“B” presentations include:

- a clear and accurate summary of the research paper (must be read)
- a delivery of 18 – 21 minutes
- speech that is clear to most of the audience
- images that relate to the spoken words
- images and text that are visible to all members of the audience
- only a few pauses, repetitions or false starts
- obvious interest in the material
- interest in the questions offered

“C” presentations include:

- a summary of the research paper, read aloud from the written text
- a delivery of 12 – 23 minutes
- speech that can be heard by most of the audience
- no major grammatical errors
- images that are relevant to the subject
- occasional eye contact with the audience
- willingness to take questions

COLLEGIALITY GUIDELINES

For an “A”, graduate students must:

- ask questions of at least 2 of the speakers at each symposium
- ask a question of a guest speaker
- listen attentively to all of the speakers at each symposium

- consistently ask questions and provide feedback for students who are sharing progress reports on their research in class
- offer suggestions to other students for locating and accessing research materials
- assist at least two students who need to edit and revise papers, abstracts, or presentations

For an “A” grade, undergraduate students must:

- ask questions of at least 1 of the speakers at each symposium
- listen attentively to all of the speakers at each symposium
- consistently provide feedback for students who are sharing progress reports on their research in class
- assist at least two other students who need to edit and revise papers, abstracts, or presentations

For a “B” grade, graduate students must:

- ask questions of at least 1 of the speakers at each symposium
- listen attentively to all of the speakers at each symposium
- consistently provide feedback for students who are sharing progress reports on their research in class
- assist at least two other students who need to edit and revise papers, abstracts, or presentations

For a “B” grade, undergraduate students must:

- listen attentively to all of the speakers at each symposium
- provide feedback for students who are sharing progress reports on their research in class
- assist at least one other student who needs to edit and revise papers, abstracts, or presentations

For a “C” grade, undergraduate students must:

- be present for all the lectures at each symposium
- provide feedback to fellow students throughout the course