

*Self/Portraiture*  
**Senior Capstone Seminar**

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<https://ufl.zoom.us/j/5689455106>

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**Seminar Description**

This seminar will offer an in-depth study of the genre of portraiture. Our focus will be largely on eighteenth and nineteenth-century Europe, but we will also attend to examples of portraiture in the Atlantic World. We will consider portraiture from a variety of perspectives, asking questions about its development and other key questions such as: What was its function? How did that change over the centuries? What problems did artists encounter in representing their subjects, and how have portraits been interpreted? What went into the making of a portrait?

The seminar will examine portraiture's role in the redefinition of personal identity, social and racial categories and aesthetic hierarchies that emerged in the eighteenth and nineteenth-centuries; how it could serve as an expression of power or status, or be mobilized for acts of defiance by enslaved people. Artists' self-representations (mainly painted ones) will be another area of focus, with particular interest in conceptions of the self/individual, issues of gender and class, the changing status of the artist, political patronage. We will be looking at a broad selection of different types and modes of portraiture, with an eye to considering the different functions and meanings of such representations.

**Course Objectives**

This is a focused research seminar in which students will pursue individual interests that build on key readings and concepts discussed collectively in class meetings. There will be a strong emphasis on questions of art historical methodology, on critical reading and discussion of issues/concepts presented in assigned readings, on close examination of images, and on research and writing.

**Expected Learning Outcomes**

- This class will serve undergraduate art history majors as a capstone course drawing on their previous art history training and culminating in a substantial research paper. Students should:
- perfect their abilities to read, write about, and discuss scholarly texts.
- refine their scholarly research and writing skills.
- master the ability to discuss works of art within the discipline of art history.
- produce a substantial research paper with all of the required elements (thesis and argument with review of literature, proper citations of relevant sources, figures with captions, and bibliography)

**Required Readings**

*Required text:*

Zara Anishansalan, *Portrait of a Woman in Silk. Hidden Histories of the British Atlantic World* (New Haven: Yale University Press, 2016)

*Recommended Texts:*

Shearer West, *Portraiture* (Oxford History of Art, 2004 or any edition)  
William Strunk Jr. and E.B. White, *The Elements of Style* (various editions)

Other assigned readings are available on-line via Canvas/e-learning. <https://elearning.ufl.edu/>

**IF YOU HAVE PROBLEMS ACCESSING THE READINGS LET ME KNOW ASAP.**

You will need to make notes and underlines in these texts so that we can return to them in discussion. Whether you print the readings or use your screens is up to you, but please bring them to class with you, in whatever form.

You will also find a file of entirely optional “Background Reading” in Canvas

**Reserve Materials (Electronic and otherwise)**

Some readings and additional research materials will be on traditional reserve at the Architecture and Fine Arts Library, or electronic reserve (ARES) <https://ares.uflib.ufl.edu/> You must be logged on through remote log on, VPN or from campus to access these sites. Let me know if you need instructions for remote log on.) Hard copy books on reserve are also listed on the ARES site for this course.

**Seminar Format**

Part 1. The first two-thirds of the semester will be organized around a series of round-table discussions of selected images and readings, as well as short written and oral assignments.

Part 2. The last third of the semester will consist of completing a draft of a sustained research paper, class presentation of this research, peer review and workshopping of research papers.

**Grading and Assignments**

I calculate grades in this course using a point system. Participation and assignments have corresponding point values that add up to a maximum of 100. Point values for assignments are listed below. I use this scale in determining your final grade.

Grading Scale

- A 95-100 points
- A- 90-94
- B+ 85-89
- B 80-84
- B- 75-79
- C 70-74

Attendance and Participation (30 points)

Attendance is extremely important in a seminar, as many of our learning outcomes can only be achieved by attending class and participating fully in discussion. For these reasons, attendance and participation will make up a large portion of your final grade for the class (30%). You will be allowed **one** unpenalized absence. I do not need to be informed of why you are not in class, but if you must go beyond the limit, please do contact me. After one unexcused absence you will lose 5 points from the “Attendance and Participation” portion of your final grade, for each subsequent unexcused absence. In order to be counted as present you must arrive on time and stay until class concludes.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. [Click here to read the university attendance policies.](#)

Participation and Discussion Guidelines

It is important that you come to class having read the material, and make every effort to engage in class discussion in a meaningful, collegial, and constructive way. Failure to come prepared will result in a loss of credit for that day’s attendance/participation grade. Participating in class discussion may come easier to some than others, so we all have to be aware that some students will need to step up and speak, and others must step back and make space for the opinions of others.

Discussion Leadership (10 points)

Once during the semester you will need to take charge of the discussion of a single article or reading. You will sign up for these discussion leadership roles at the start of the semester. This means that you should read the text carefully and (at the very least) establish a list of questions that you think will help steer discussion. You will likely share the task with one or more students. If you are sharing responsibilities to present with someone, you should reach out to them in advance to prepare together. Failure to do so will result in a lower grade. You will need to submit your discussion questions/ outline on Canvas to receive full credit for the assignment.

Discussion Questions (15 points)

Prior to the start of class (precise due date/time will be in Canvas) you will need to write down a single idea that the reading(s) raised for you and that you think deserves our attention. You should be able to distill the idea to a brief sentence AND be able to cite a passage within the assigned text (using page #s) that can serve as a point of departure for our discussions. These ideas will serve as conversation starters for our discussion in class.

Research Paper and Oral Presentation (45 points)

This seminar will provide you an opportunity to put your research and composition skills into practice in lengthy research paper representative of the type of art historical scholarship we read in class. The paper will be on a topic relating to portraiture that is of interest to you (to be chosen in consultation with me). This is a chance to put into practice the skills you have acquired throughout your classwork, and to explore a topic in much greater depth than is possible in class. You will pick a time period and topic and then collect scholarly sources, read them, synthesize their arguments, examine the artworks/objects for yourself, and compose a thoughtful essay that makes an argument about the artworks or concepts that made up the focus of your examination.

The process of writing the paper will be unlike that you have experienced in other classes. We will build the project up together over time and we will do so as if you were authoring an article for a particular journal in the field of Art History. This will be accomplished by breaking the process down into smaller goals, which collectively will be (graded) milestones that help you craft a well-developed and professional paper.

Oral Presentation of Research

Each student will present a short conference-style presentation of their research. Giving a conference-style talk means reading out your paper, coordinated with a Powerpoint presentation of images. Presentations will be followed by short class discussion.

Important dates and graded **milestone** assignments are as follows:

- Week 3: Research Topic Assignment Due (2 points)
- Week 6: Scholarly Journal Assignment Due (2 points)
- Week 8: Research Question and Bibliography Due (3 points)
- Week 11: In Class Presentation of Research (10 points)
- Week 14: In Class Peer Review Assignment (3 points)
- Week 16: Final Draft of Research Paper Due (25 points)

**The final paper should be 15-20 pages of text (double spaced, 12pt)**, plus footnotes and bibliography. Footnote and bibliography citations should be in the Chicago Manual of Style format, (the standard for Art History, see examples in publications such as *Eighteenth-Century Studies*.)

**Other Important Information**

Academic Integrity & the University of Florida Student Honor Code

UF students are bound by The Honor Pledge, which states: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: 'On my honor, I have neither given nor received unauthorized aid in doing this assignment.'"

The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [Click here to read the Conduct Code](#). If you have any questions or concerns, please consult with the instructor

Accessibility and Classroom Accommodation

I am committed to making learning in this course accessible to all, and along with the UF Disability Resource Center (DRC) celebrate disability identity as a valued aspect of diversity. Please contact me to discuss any learning needs that you may have. Students requesting classroom accommodation should contact the (DRC) to request an accommodation letter.

<https://disability.ufl.edu/>

Location: 001 Reid Hall. For information, call 352-392-8565 or email

accessUF@ufsa.ufl.edu

#### Notes on Technology and Communication

- **Communication and Respect:** We all must strive to be good communicators to make this class successful. This means listening respectfully to others in class (faculty and students) and engaging in respectful conversation. It also, perhaps just as importantly, means maintaining professional standards while communicating via email and outside of class. With that in mind, please use formal, respectful, and professional standards when corresponding via email. This means beginning emails with a formal greeting, employing proper grammar, and avoiding unprofessional colloquialisms.
- **Cell Phones:** Please refrain from texting during class. If it becomes a problem, I will simply ask you to put your phone away. If it happens repeatedly, I will ask you to leave class and mark you absent for the day.
- **Canvas:** Please make sure that you are familiar with our course site on Canvas so that you will have access to announcements, assignments and readings, and pptx presentations and study guides.
- **Correspondence:** I can answer questions via email. But please be aware that I receive a high volume of emails. If your query is time sensitive please indicate that in the subject line. Questions that require substantive engagement, such as commentary on an assignment, would be best addressed during office hours (please make an appointment with me). I will expect for you to check your UF email once a day in the event that there is a schedule change or if I need to send you important information. Class alerts will be sent via the Canvas system.
- **Course Evaluations:** Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.ua.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluer.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.ua.ufl.edu/public-results/>.

#### **Summary of Important Dates**

|            |  |
|------------|--|
| Sept. 6    | Milestone 1: Research Topic Assignment Due (2 points)        |
| Sept. 27   | Milestone 2: Scholarly Journal Assignment Due (2 points)     |
| Oct. 11    | Milestone 3: Research Question and Bibliography Due (points) |
| Nov. 1     | Milestone 4: In Class Presentation of Research (10 points)   |
| Nov. 10    | Research Paper Drafts due on Canvas                          |
| Nov. 15    | Milestone 5: In Class Peer Review Assignment (3 points)      |
| Nov. 24-27 | Thanksgiving Break   |
| Nov. 29    | Research Day – No formal class meeting                       |
| Dec. 6     | Research Papers Due (25 points)                              |

#### **Provisional Outline of Topics and Assignments** **Texts available through CANVAS (unless otherwise noted)**

##### **Week 1**

Aug. 23 Organizational Meeting & Introduction  
Library Research Tutorial with Anne Lindell, AFA Head Librarian

##### **Week 2**

Aug. 30 What is a Portrait?

##### **Week 3**

Sept. 6 Kings and Queens: What's the Difference?

**Milestone 1: Research Topic Assignment Due**

**Week 4**

Sept. 13 Courtiers and Aristocrats

**Week 5**

Sept. 20 Royal Mistresses

**Week 6**

Sept. 27 Portraiture and the Academy

**Milestone 2:** Scholarly Journal Assignment Due

**Week 7**

Oct. 5 Being Themselves: People, Ordinary and Otherwise

**Week 8**

Oct. 11 Women Artists

**Milestone 3:** Research Question and Bibliography Due

**Week 9**

Oct. 18 Self-Portraiture

**Week 10**

Oct. 25 Poratraiture in Fashion

**Week 11**

Nov. 1 **Milestone 4: In Class Presentation of Research**

**Week 12**

Nov. 8 The Revolution and the Subject of Portraiture

Nov. 10 **First Drafts of Research Papers Due**

**Week 13**

Nov. 15 **Milestone 5: Peer Reviews of Research Paper: In Class Activity**

- We will engage in detailed and constructive peer-reviews of papers in class together. This will require you to bring:
  - Copies of your paper (text, bibliography, images) - printed out (number of copies TBD)
  - Highlighters and pens of at least two different colors
- Completed peer review forms are due at the end of the class period (and make up part of your participation grade)

**Week 14**

Nov. 23 **THANKSGIVING**

**Week 15**

Nov. 30 **No Assigned Readings – Work on Research Paper**

- This week you should be working diligently to complete your research project. You can schedule time with me to meet and discuss your project during class time or office hours.

**Week 16**

Dec. 7 No Assigned Readings—**Revised Papers Due, 5 pm**