



Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: Fall

Year: 2025

Course Prefix: ARTH

Course and Section #: 400R - 001

Course Title: Art History Seminar – FD Millet Project

Credits: 3

Course Description

Explores topics within Art and Architectural History. Topics will change each semester to reflect the research activities and interests of the instructor.

This seminar is unusual in that you will be participating in a practical, hands-on research project to contribute original material to an online catalog raisonne of the works of Francis Davis Millet. As the founder of the “Broadway Colony,” based in Broadway, England and Massachusetts, Francis Davis Millet was a close associate of and influential in the lives of many nineteenth-century luminaries, including Sir Lawrence Alma-Tadema, John Singer Sargent, and Edwin Austin Abbey. Millet was unique among his contemporaries because he was a prolific artist of a variety of subjects and styles, a skilled journalist (2,500 articles that mention or were written by him), writer, and an effective administrator. To name only 4 of the key roles he held; he was a founder of the National Academy of Design, director of the 1893 Columbian Exposition, an early Trustee of the Metropolitan Museum of Art, Vice Chair of the US Commission of the Fine Arts, responsible for the DC Mall and the Lincoln Memorial. Add to this the sensationalism of his death aboard the Titanic, and it is easy to see how the different facets of his life and career have eluded serious scrutiny to unite into one complete whole. We will discuss the life and art of Millet in the broader context of late nineteenth-century American art, and then examine more closely the contributions he made as an artist, sculptor, journalist, writer, and arts administrator.

Course Attributes

This course has the following attributes:

- ☐ General Education Requirements
- ☐ Global/Intercultural Graduation Requirements
- ☒ Writing Enriched Graduation Requirements
- ☒ Discipline Core Requirements in Program
- ☐ Elective Core Requirements in Program
- ☐ Open Elective

Other: *Click here to enter text.*

Instructor Information

Student Learning Outcomes

- * Describe the life and contributions of Francis Davis Millet.
 - * Navigate archival holdings and library databases to find relevant sources about FD Millet.
 - * Communicate research findings through oral presentation and written work.
 - * Collaborate with classmates to create and refine contributions to the online catalog.
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Course Materials and Texts

All required articles, videos, and book chapters are posted online

Course Requirements

Course Assignments, Assessments, and Grading Policy

Annotated Bibliography: 100 points

Catalog Entries: 75 points

Semester project and presentation: 50

Semester project comments: 25

In-class workshops: 40 points

Annotated bibliography peer review workshop: 10 points

Catalog entry peer review workshops: 20

Art exhibitions participation: 10

Grading scale:

94-100 A

90-92 A-

87-89 B+

83-86 B

80-82 B-

77-79 C+

73-76 C

70-72 C-

67-69 D+

63-66 D

60-62 D-

Required or Recommended Reading Assignments

Barbara Weinberg, "The Career of FD Millet," Archives of American Art, 1977.

Gina D'Angelo, "Francis Davis Millet – The Early Years of "A Cosmopolitan Yankee," 1846-1884," PhD diss. 2004.

Marc Simpson, "Reconstructing the Golden Age: American Artists in Broadway, Worcestershire, 1885-1889" PhD diss.,

Video: What Really Happened at the World's Fair?

Extra readings related to individual research projects.

General Description of the Subject Matter of Each Lecture or Discussion

Week 1 – Introduction to Francis Davis Millet and semester research projects

Week 2 – Overview of Millet life/career

Week 3 – Research workshop; writing workshop
Week 4 – Explore and critique online FD Millet catalog
Week 5 – Millet in context of nineteenth-century American art/Millet travels and Harper's Weekly
Week 6 – Broadway Colony; Costumes
Week 7 – In class writing workshops; art exhibitions participation
Week 8 – Millet as arts administrator
Week 9 – Annotated bibliographies peer review workshops
Week 10 – Writing catalog entries
Week 11 – Millet and mural painting in America
Week 12 – Catalog entries peer review workshops
Week 13 – Research presentations
Week 14 – Research presentations
Week 15 – Research presentations
Week 16 – Research presentations

Required Course Syllabus Statements

Generative AI

It is expected that all assignments you submit for this class represent your own creativity, originality, critical thinking, and writing. These are skills that you must develop over time to succeed in your academic career and beyond. At the same time, you should learn how to use AI and in what instances AI can be helpful to you.

The use of generative AI tools (e.g. ChatGPT, Google Gemini, etc.) is permitted in this course for the following activities:

- Brainstorming ideas for a paper topic
- Fine tuning your research questions
- Finding information on your topic
- Drafting an outline to organize your thoughts
- Checking grammar and style.

The use of generative AI tools is **NOT** permitted in this course for the following activities:

- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.

Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty. Any assignments that are flagged as having more than 25% of the work generated by AI will receive a score of 0. If any part of this is confusing or uncertain, please reach out to me for a conversation before submitting your work.

Using Remote Testing Software

☒ This course does not use remote testing software.

☐ This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the

student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.