

AR2830 CANADIAN ART HISTORY II COURSE OUTLINE

Course Title	AR2830 Canadian Art History II	
Location	F207	
Days	Tuesdays and Thursdays	
Time	8:30 am -9:50 am	
Transfer	UA, UC, UL, AU, AF, CU, CUC, KUC	
Section	A3	
Session	Winter 2009	
Instructor	Michelle Veitch	
Office	Studio Art A	
Office Hours	Tuesdays, 10:00 am to 11:00 am, Thursdays 10:00 am to 11:00 am (Jan 8, 2009 to Apr 14, 2009, excluding Feb 17, 2009 and Feb 19, 2009). Or by appointment.	
E-mail	mveitch@gprc.ab.ca	
Delivery	Lectures, videoscreenings, computer assisted, blackboard assisted.	
Credit/Hours	3 (3-0-0) UT 45 Hours	
Prerequisite	None	
Required Textbook	Reid, Dennis. <u>A Concise History of Canadian Painting</u> , 2 nd Edition. London: Oxford University Press, 1988. Barnet, Sylvan. <u>A Short Guide to Writing About Art</u> . 9 th Edition. Upper Saddle, New Jersey: Pearson Prentice Hall, 2008.	
Calendar Description	Art of Canada from the end of the 19th century to the present is examined.	
Course Content	This course will develop students' knowledge and understanding of Canadian visual culture. Focusing on art produced from the late 19 th to the 20 th century, the lectures will explore different stylistic movements. The course may examine Impressionism, Canadian Art Club, Group of Seven, Beaver Hall Hill Group, Contemporary Art Society and Automatism. There are two textbooks that comprise the required reading for this course. They are available at the College Bookstore. In addition there are a number of book chapters and articles students are required to read which the instructor placed on reserve in the library. The required readings complement the lectures and provide an overview of major stylistic developments in Canadian art history. The topics addressed in the lectures may vary from the textbook, thus broadening students' understanding of visual culture.	
Evaluation	Class Presentation	10%
	Class assignments	20%
	Essay	30%
	Exam	30%
	Participation	10%

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Timeline	Class Presentation	TBA
	Class Assignments	Essay Outline: Feb 12, 2009
		Essay Draft: Mar 10, 2009
	Essay	Mar 26, 2009
	Exam	TBA
	Participation	Every Class
Course Assignments	<p>Students must type their assignments and hand in a hardcopy. Email submissions or submissions on floppy disk are not acceptable. All assignment page lengths assume double-spaced typing in 12 point font and 1-inch margins left and right. Students must submit assignments on the <u>due date</u>. They must clearly write the course number, their name and the instructor's name on the front of their assignment. They must also number each page of their essay papers. The instructor will penalize late assignments 5% per day, including weekends. S/he will not grant extensions except for medical or extenuating circumstances in which case students may require a doctor's letter. The instructor will <u>not</u> accept late assignments one week (7 days) after the due date.</p>	
	Class Presentation (10%)	
	<p>The class presentation provides students an opportunity to develop their analytical skills. They will select an artist or work of art discussed in the readings/lectures. Students can also chose a topic not addressed in the course as long as it is relevant to the material covered in class. In researching the artist or art work, students must consult textbooks or journal articles outside the course readings. They should discuss the information they collected from the secondary sources in their presentation. They should also prepare a power point presentation with slides and explanatory text to clarify their discussions. This is not a summary, but rather an opportunity for students to link the questions/themes/theories addressed in the texts/articles they consulted. Students will give an informal presentation approximately 15 to 20 minutes in length. In addition students will prepare 2 to 3 questions on their topic which they will present to their fellow colleagues in the class in order to generate discussions. The instructors and other students in the class will evaluate and assess the presentations.</p>	
	Class Assignments (20%)	
	<p>The class assignments provide students with the opportunity to prepare for their essays. The assignments include an essay outline and an essay draft. In completing these written papers, students must develop a clear and concise thesis statement which explains their particular argument on a given topic. They must then build upon the</p>	

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thesis by discussing the main points that they will examine to prove their argument. They should also incorporate quotes and ideas/concepts from secondary reading material, showing that they understand how to properly reference authors in their papers. See instructions below for further discussion on appropriate reference material and plagiarism. Students should follow MLA style reference for completing footnotes and bibliographies. Additional assignments may also include retrieving articles/essays on a designated topic and writing critical reflections on course readings.

Essay (30%)

The essay includes a 6 to 8 page paper on a topic discussed in class or on something else that falls within the parameters of the course in consultation with the instructor. Students must provide a critical analysis of the topic and move beyond a description of the art works by reflecting upon the ideas/concepts explored in the course. Students should conduct research for the paper and must incorporate additional sources outside of the course readings. They should not summarize the material presented in the secondary sources, but rather provide their own creative and critical interpretation of the topic by linking and synthesizing the themes/theories examined in the texts. Students must include at least 3 reading sources and no more than 5 sources in their paper. Sources should include credible, academic literature such as books, anthologies, journal articles and essays some of which may be available through electronic databases. Students should avoid using internet sites such as Wikipedia as it does not provide accurate information.

If students quote passages from a text or reference an idea presented by an author, they must indicate in a footnote which source they borrowed the material from. Failure to do so constitutes plagiarism and carries a heavy penalty. When citing sources, students should use MLA referencing. If students are not familiar with the MLA style, they should refer to the *MLA Handbook for Writers of Research Papers, 6th Edition* (2003). A summary of this style, with examples of citations, is also available on the Library website for Grande Prairie Regional College. In addition to footnotes, students should include a bibliography which lists the various sources they consulted. They should attach the bibliography on a separate page at the back of the 6 to 8 page essay.

Exam (30%)

The exam tests students' knowledge of the material covered in the course. To prepare for the exam students should keep detailed notes on the lectures and readings throughout the semester. The exam may include questions which focus on the content, form, techniques and

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materials of Canadian art from the late nineteenth century to the twentieth century. Additional questions may also focus on the social, historical and political significance of particular works and require students to link the themes/concepts explored in the course lectures/readings.

Grading Criteria

Class Presentation (10%)

The instructor and peer evaluators will assess the students on their knowledge of the topic they selected. In addition they will assess the students' abilities to articulate their ideas through the oral presentations. Students should aim for clarity of expression and use simple, direct language to explain their thoughts and arguments. They should avoid using wordy jargon which is difficult to follow. They will also be awarded grades for their power point presentation which they should organize in a logical and coherent way so that their colleagues can follow their discussions. In examining works of art students should not repeat the material presented in the textbooks and journal articles they consulted. Rather they should provide their own interpretation of the artist or art work by linking the questions/theories/concepts addressed in the secondary sources. In addition they should reflect upon the social/historical/political significance of the work in the context of nineteenth and twentieth century artistic practices. The instructor will use the peer evaluations to determine the final grade for the class presentations.

Class Assignments (20%)

Students and instructors will assess and evaluate the essay outline. The purpose of the peer reviews is to provide students with an opportunity to offer each other constructive feedback, pointing out both the strengths of their writings as well as suggestions for change. In the essay draft students must incorporate the feedback offered by their peers and the instructor in order to further develop and enhance their writing. The instructor will facilitate the peer reviews and ensure that students receive appropriate instructions regarding the analytical content, logical coherence and grammatical structure of their assignments. Additional assignments such as critical reflections and bibliographic retrievals will allow students to further explore the ideas/concepts explored in the class. The instructor may hand out these class assignments periodically throughout the semester. S/he will either ask the students to complete the work in class or give them a week to compile the research/writing.

Essay (30%)

The instructor will assess the students on their ability to creatively and critically analyze the topic they selected. The essay must present

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a coherent and persuasive thesis argument. Students must clearly and concisely state their position, and briefly outline their defense of that position, relative to the essay topic. The content of the essay must reflect the position the student takes. The instructor will evaluate the student on how well they defend their thesis through an explication and critical evaluation and analysis of the appropriate texts. The essay should examine and evaluate the aspects of the course texts and additional sources that are directly relevant to the essay topic.

Students should use simple, direct language to analyze art works and avoid using wordy jargon. Remember the instructor will grade students based upon how well they articulate their ideas so they should aim for clear, succinct writing. Students should also edit their papers well in advance of the deadline date and watch for paragraph phrasing, sentence structure, grammar, punctuation and spelling. Poor and sloppy writing will receive deductions. A good way for students to ensure that their writing is clear and concise is to read it out loud to themselves or to a colleague. They can then catch word phrasing which is awkward or unclear and make any necessary adjustments.

Exams (30%)

The instructor will evaluate the students' knowledge of the themes/concepts explored in the course lectures/readings. Students should provide clear, succinct answers that directly relate to the issues/topics examined. They must also reflect creatively and critically upon the course readings/lectures. The instructor will not only assess students' understanding of the material covered in the course, but s/he will also ask them to present their own interpretation and argumentations on the topics addressed. In examining the subject matter, students should link the readings/questions/reflections/comments explored in the course.

Participation (10%)

Students will be asked to sign in every class. They must make an effort to attend all lectures and participate in class discussions. Students should engage thoughtfully with the texts, their colleagues' comments and questions. They must move beyond short, cursory responses by reflecting upon the ideas explored in the readings/lectures. During class discussions, students should respect and remain sensitive to other people's opinions and ideas. The instructor will not allow disruptive and intolerant behaviour. More than 20% absenteeism may constitute a failure except for medical or extenuating circumstances in which case students may require a doctor's letter.

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Plagiarism

Plagiarism and Academic Dishonesty are extremely serious academic offences and carry penalties varying from failure in an assignment to being required to withdraw from the college. Definitions, procedures, and penalties for dealing with plagiarism and academic dishonesty are set out in Grande Prairie Regional College 2008-2009 Calendar, p. 49 and on-line at: <http://www.gprc.ab.ca/programs/calendar>. IF STUDENTS DO NOT KNOW WHAT PLAGIARISM IS, THEY SHOULD SEE THE DESCRIPTION IN THEIR CALENDAR AND/OR ASK THEIR INSTRUCTOR.