

20TH CENTURY CANADIAN ART

VAH 2272G winter 2016
THURSDAYS 11:30-2:30pm
NCB 117

Rebecca Belmore, *Ayum-ee-aawach Oomama-mowan: Speaking to their Mother* (1991).
Collection of the Walter Phillips Gallery, The Banff Centre

Western University, Department of Visual Arts

Professor Sarah Bassnett

Office VAC 220

Office hours Wednesdays 2:30 3:30 pm and by appointment

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TA office hours Thursdays 2 3 pm in VAC 240

COURSE DESCRIPTION

This survey of the visual arts in Canada in the 20th century focuses on important contributions within modernism and postmodernism and their relation to the social and political context. Taking a thematic and generally chronological approach, it concentrates on key movements in Canadian art, as well as issues and debates in Canadian art history. We discuss First Nations and Inuit art, cultural policy and the institutions of art, as well as collecting and curatorial practices in Canada. The course gives students an overview of the history of modern and contemporary Canadian art and encourages students to question their assumptions about art and culture in Canada. It provides an important foundation for students planning to work in

LEARNING OUTCOMES

Upon successful completion of the course, students will be able to:

explain the significance of the work of important artists, including how it relates to the social, political, and artistic context in which it was produced

describe and analyze the formal properties of a range of art works using appropriate terminology

read, comprehend, and summarize the main argument of essays on Canadian art and explain your point of view on the issues, both orally and in writing

conduct research, and use the sources effectively in a research assignment

articulate an argument in writing, support the argument using appropriate evidence, and address counter-arguments

participate constructively in group discussions by sharing ideas and by listening respectfully to the views of others

PREREQUISITE / ANTI-REQUISITE

The prerequisite is two of VAH 1041A/B, 1042A/B, 1043A/B, 1044A/B, 1045A/B, or VAH 1040E. The anti-requisite is VAH 2276E. You are responsible for ensuring that you have successfully completed all course prerequisites and that you have not taken an anti-requisite course. Lack of prerequisites may not be used as the basis for an appeal. If you are not eligible for a course, you may be removed from it without an adjustment to your fees. These decisions cannot be appealed.

also expected to come to class having read and made notes on the weekly readings. Arriving late to class, leaving early, not completing the required readings, and not participating in discussions and activities will significantly reduce your participation mark.

Group work will consist of in-class activities. There are five sessions of groups work scheduled for the course. The purpose of these sessions is to give you time to apply and synthesize course material in small group discussion. Groups will be asked to submit notes from the group work, so one person should take note evidence of participation and will count towards your grade.

READING RESPONSE JOURNAL – 10% (due March 2)

Select five of the assigned chapters from the course text, and write a concise (approximately 150-word) summary of each one, along with a brief analytical comment on each of the five essays. Your summary should state the main idea of the essay and explain how the author builds an argument to support the main idea. Your comment should articulate your point of view on the issues discussed in the essay. See the assignment sheet posted on OWL for more tips on critical reading. Be sure to indicate the title and author for each of the readings, followed by your summary and comment. Submit one Word document with all five reading responses through the assignments link in OWL.

COLLECTIONS REPORT – 30% (due March 16)

This assignment will take the form of a 6-7 page / 1800 word report. It asks you to put yourself in the position of Curator of Canadian Art at the National Gallery of Canada (NGC). As curator, you are charged with

to consider which work would make the most significant contribution to the collection. An assignment sheet and research documents will be posted on OWL. Submit the report through the assignments link in OWL.

The assignment will assess the following learning outcomes: 1) conduct research, and use the sources effectively in a research assignment 2) describe and analyze the formal properties of a range of artworks using appropriate terminology; 3) explain the significance of the work of important artists, including how it relates to the social, political, and artistic context in which it was produced; 4) articulate an argument in writing, support the argument using appropriate evidence, and address counter-arguments.

MID-TERM TEST & FINAL EXAM 20% and 30% (Feb. 10 and final exam period)

The final exam will consist of slide comparisons, terms, short answer and essay questions and will assess the following learning outcomes: 1) explain the significance of the work of important Canadian artists, including how it relates to the social, political, and / or artistic context in which it was produced; and 2) describe and analyze the formal properties of a range of artworks using appropriate terminology.

GRADING

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|----------------------------|-----|---------------------------------|
| Attendance & participation | 10% | Weekly |
| Reading response journal | 10% | March 2 |
| Mid-term test | 20% | Feb. 10 |
| Collections report | 30% | March 16 |
| Final exam | 30% | Final exam period (April 11-30) |

LATE POLICIES

Extensions, granted for valid reasons, must be negotiated BEFORE assignments are due. Late assignments provided. Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments worth 10% or more of their final grade must apply to the Academic Counseling office of their home Faculty and provide documentation. Academic accommodation

cannot be granted by the professor or the department. Accommodation for missed assignments, or attendance, totaling less than 10%, due to medical reasons, should be discussed with the professor. In order to have a request considered, students must contact the professor

If a student is consistently absent from a portion of class, they will be considered as exceeding the 15% cut off.

After three unexcused absences,

Academic Accommodation complete Policy on Academic Accommodation for Students with Disabilities see <http://westerncalendar.uwo.ca/2014>. Please talk to me during the first few weeks of the course if you require accommodation in course requirements or scheduling due to a disability. Please visit the Student Development Centre for assistance with a disability. Students who want to request academic accommodation must register with the Centre, meet with a counselor, and provide appropriate documentation of a disability. See <http://www.sdc.uwo.ca/ssd/> for more information.

Electronic Devices: You may use a computer in class to take notes. All other activities (e.g. checking email or social media sites, etc.) are strongly discouraged, especially as this is distracting to others. Students should turn off all cell phones while in the classroom. Under no circumstances are cell phones or any electronic devices to be used during tests or examinations.

Code of Conduct:

STUDENT SERVICES

There are many organizations and offices on campus designed to assist students with the challenges of university. Please see the Student Development Centre web site for a description of the full array of services: <http://www.sdc.uwo.ca/>.

**The University of Western Ontario
Visual Arts Department**

POLICIES

Student Conduct:

All students will conduct themselves in a manner that will be consistent with the maturity and academic integrity expected of university students. Student conduct shall be consistent with the general laws of the community and with University regulations. Students shall show regard and respect for the rights, safety, and property of all members of the University community and are expected to act in a responsible manner within the University and the community at large.

Attendance:

A student who misses more than 15% of the course hours, without written corroboration for health or berea-fe1(c)-6(o)-n(t)-3(w)15(1 0 0 /F2 9

VISUAL ARTS Undergraduate Grading Guidelines - Art History

These guidelines are benchmarks that are not to be followed as rigid regulations. They will be adjusted as appropriate to take into account the level of the course and any specific instructions given by a professor. For example, grades in first year courses are generally lower than in fourth year.

90-100 (Outstanding, A+)

The **writing** shows significant originality and exhibits a high degree of critical engagement. Sophisticated synthesis and analysis of the theoretical and conceptual dimensions of the topic are demonstrated. Mastery of complex material and ideas is immediately evident. The topic is treated with sensitivity and subtlety of thought. The quality of the background research is exemplary. Regarding **research**, all major secondary sources pertaining to the topic have been consulted and proper citation has been used.

80-89 (Excellent, A)

The **writing** shows originality and exhibits a high degree of critical engagement. Writing is probing through the use of comments and/or questions, and is clearly focused and logically organized. The quality of writing immediately engages the reader. Mastery of complex materials and ideas is demonstrated. The writing is of appropriate length, and demonstrates mastery of techniques so that results are meaningful and not simplistic. Regarding **research**, a majority of the secondary sources pertaining to the topic have been consulted and proper citation has been used.

75-79 (Very Good, B+)

The **writing**