



CAPILANO UNIVERSITY

COURSE OUTLINE			
TERM: Fall 2020		COURSE NO: AHIS 335	
INSTRUCTOR:		COURSE TITLE: Canadian Content: Art, Land and National Identity	
OFFICE:	LOCAL:	SECTION NO(S):	CREDITS: 3.0
E-MAIL: @capilanou.ca		ROOM:	
OFFICE HOURS:			
COURSE WEBSITE:			

Capilano University acknowledges with respect the Lil'wat, Musqueam, Squamish, Sechelt, and Tsleil-Waututh people on whose territories our campuses are located.

COURSE FORMAT: Three hours of class time, plus an additional hour delivered through on-line or other activities for a 15-week semester, which includes two weeks for final exams.

COURSE PREREQUISITES: 45 credits of 100-level or higher coursework.

CALENDAR DESCRIPTION: This course will examine how the visual arts have been implicated in the construction of Canada as a nation. We will consider how Indigenous, French, and British traditions have contributed to contemporary understandings of Canada as a nation distinct from all others, but at the same time, inextricably linked to wider histories of settler colonialism, nationalism, and globalization. These broad themes will be illuminated through a discussion of specific topics and media including, but not limited to, photography, gender, and the role of museums/art galleries.

COURSE NOTE

AHIS 335 is an approved Culture and Creative Expression course for Cap Core requirements.
AHIS 335 is an approved Self and Society course for Cap Core requirements.

REQUIRED TEXTS AND/OR RESOURCES

Excerpts from:

Goldfarb, Hilliard T. *Expanding Horizons: Paintings and Photography of American and Canadian Landscape, 1860-1918*. Montreal Museum of Fine Arts, 2009.

Huneault, Kristina and Janice Anderson. *Rethinking Professionalism: Women and Art in Canada, 1850-1970*. McGill-Queen's University Press, 2012.

Markonish, Denise, ed. *Oh, Canada: Contemporary Art from North North America*. MIT University Press, 2012.

O'Brian, John and Peter White. *Beyond Wilderness: The Group of Seven, Canadian Identity and Contemporary Art*. McGill-Queen's University Press, 2007.

Phillips, Ruth B. *Museum Pieces: Toward the Indigenization of Canadian Museums*. McGill-Queen's University Press, 2011.

Reid, Dennis. *A Concise History of Canadian Painting*. Oxford University Press, 1988.

White, Darlene. *Creation and Transformation: Defining Moments in Inuit Art*. Winnipeg Art Gallery, 2012.

Whitelaw, Anne, Brian Foss, and Sandra Paikowsky, eds. *The Visual Arts in Canada: The Twentieth Century*. Oxford University Press, 2010.

COURSE STUDENT LEARNING OUTCOMES

On successful completion of this course, students will be able to do the following:

- Identify significant cultural influences on Canadian visual arts;
- Understand and articulate the ways in which visual arts support or suppress systems of institutional or cultural power within a Canadian context;
- Gain familiarity with the diversity of Canadian artists working across media and through time.

Students who complete this Culture & Creative Expression course will be able to do the following:

- Engage in creative processes including conception, investigation, execution, and ongoing critical analysis;
- Identify, analyze, and critique the elements of a form of expression using its specific vocabulary;
- Explain the significance of diverse forms of human creative expression, specifically including Indigenous forms;
- Assess the interaction among cultural frameworks, people, and the natural environment.

Students who complete this Self & Society course will be able to do the following:

- Identify potential root causes of local/global problems and how they affect local/global cultures, economies, politics and policies;
- Assess and evaluate individual and collective responsibilities within a diverse and interconnected global society;
- Analyze the impact of colonialism and racism on Indigenous peoples;
- Explain how contexts (e.g., cultural, historical, colonial, economic, technological) shape identity formation and social structures.

COURSE CONTENT

(A more detailed description of each week's topics and themes and the accompanying textbook readings, as well as assignment instructions, can be found on the eLearn site.)

Week 1: Introduction to the Course and the Visualization of Canada

Week 2: Early Indigenous Arts and Cultural Practices

Week 3: Art in the "New" World: British and French Traditions

Week 4: Western Expansion: 19th C Landscape and Cultural Identity

Week 5: Becoming Canadian: The Group of Seven, Emily Carr, and Canadian Nationalism

Week 6: Indigenous Modernities: First Nations Art in the 20th C

Week 7: Inuit Art and Global Connections

Week 8: Abstraction, Conceptualism, and Border Crossings

Week 9: Gender and Canadian Art

Week 10: Museums and the Making of Canada

Week 11: *Canada Goes Global*

Week 12: *In-Class Presentations*

Week 13: *In-Class Presentations and Course Wrap-Up*

Week 14: *Final Exam Period*

Week 15: *Final Exam Period*

COURSE ASSIGNMENTS

Student progress will be charted through weekly reading responses/questions to aid class discussions; a photo assignment to document concepts on Canadian art; a term long research project including: a paper topic and annotated bibliography, an in-class presentation, and a final paper to develop research and writing skills. Regular attendance and participation in class discussions are key to success in this course, and will count toward the final grade.

EVALUATION PROFILE

Photography Assignment (photograph and critique)	10%
Reading Responses and Questions	15%
Paper Topic and Annotated Bibliography	20%
Final Paper Presentation	20%
Final Paper	25%
Attendance (5%) and Discussion (5%)	10%
Total	100%

Attendance and Discussion: Students are expected to attend all classes and associated activities. Failure to attend class regularly will be noted and will inevitably result in poor grades. Class participants are expected to come prepared for each meeting, having done the required reading and assignments, and to participate fully in discussions and activities. Participation (coming to class, speaking up, working actively within groups) will be noted. As per Capilano University's Student Conduct Policy, all participants are expected to conduct themselves so as to help, not hinder, their fellow students, staff, and instructors in achieving their common goals; you are urged to familiarize yourself with this Policy.

GRADING PROFILE

A+ = 90-100	B+ = 77-79	C+ = 67-69	D = 50-59
A = 85-89	B = 73-76	C = 63-66	F = 0-49
A- = 80-84	B- = 70-72	C- = 60-62	

Incomplete Grades: Grades of Incomplete ("I") are assigned only in exceptional circumstances when a student requests extra time to complete their coursework. Such agreements are made only at the request of the student, who is responsible to determine from the instructor the outstanding requirements of the course.

Late Assignments: Assignments are due *in hard copy format* at the beginning of the class on the due date listed. If you anticipate handing in an assignment late, please consult with your instructor beforehand. A late written assignment will be penalized 2 points per weekday late (i.e., 2/30 points), unless an extension is given. An extension will be given only under exceptional circumstances; e.g., documented illness. A photocopy or

backup copy of all written assignments must be made by the student and kept until your work is returned to you.

Missed Exams, Quizzes/Labs etc.: Make-up exams or quizzes are given at the discretion of the instructor. They are generally given only in medical emergencies or severe personal crises. Students should be prepared to provide proof of inability to write the quiz or exam on the scheduled date (e.g., letter from doctor). Some missed activities may not be able to be accommodated. Please consult with your instructor

English Usage: Students are expected to proofread all written work for any grammatical, spelling and stylistic errors. Instructors may deduct marks for incorrect grammar and spelling in written assignments.

Electronic Devices: In order to minimize distraction and disruption, please note that cell phones, tablets and laptop computers may NOT be used in class or during examinations unless specifically authorized in advance by the instructor for note-taking. During an exam, turn off all such devices and remove them from the desk.

On-line Communication: Outside of the classroom, instructors may communicate with students using their official Capilano University e-mail; please check it regularly. Official communication between Capilano University and students is delivered to students' Capilano University email addresses only. E-mails will normally be answered within 48 hours. If your e-mail query requires more than a paragraph in response, please see the instructor in person. E-mails will not be answered on weekends. Questions appropriate for e-mail are those that can be answered with 1-2 sentence replies. Anything longer than this (e.g., an explanation of a concept, or a discussion about research topics) likely requires a face-to-face meeting and should be brought to office hours.

UNIVERSITY OPERATIONAL DETAILS

Tools for Success: Many services are available to support student success for Capilano University students. A central navigation point for all services can be found at: <https://www.capilanou.ca/student-life/>

Capilano University Security: download the Cap U Mobile Safety App.

Policy Statement (S2009-06): Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Academic Integrity, Academic Probation and other educational issues. These and other policies are available on the University website.

Academic Integrity (S2017-05): Any instance of academic dishonesty or breach of the standards of academic integrity is serious and students will be held accountable for their actions, whether acting alone or in a group. See policy and procedures S2017-05 Academic Integrity for more information: <https://www.capilanou.ca/about-capu/governance/policies/>

Violations of academic integrity, including dishonesty in assignments, examinations, or other academic performances, are prohibited and will be handled in accordance with the Student Academic Integrity Procedures.

Academic dishonesty is any act that breaches one or more of the principles of academic integrity. Acts of academic dishonesty may include but are not limited to the following types:

Cheating: Using or providing unauthorized aids, assistance or materials while preparing or completing assessments, or when completing practical work (in clinical, practicum, or lab settings), including but not limited to the following:

- Copying or attempting to copy the work of another during an assessment;
- Communicating work to another student during an examination;
- Using unauthorized aids, notes, or electronic devices or means during an examination;
- Unauthorized possession of an assessment or answer key; and/or,
- Submitting of a substantially similar assessment by two or more students, except in the case where such submission is specifically authorized by the instructor.

Fraud: Creation or use of falsified documents.

Misuse or misrepresentation of sources: Presenting source material in such a way as to distort its original purpose or implication(s); misattributing words, ideas, etc. to someone other than the original source; misrepresenting or manipulating research findings or data; and/or suppressing aspects of findings or data in order to present conclusions in a light other than the research, taken as a whole, would support.

Plagiarism: Presenting or submitting, as one's own work, the research, words, ideas, artistic imagery, arguments, calculations, illustrations, or diagrams of another person or persons without explicit or accurate citation or credit.

Self-Plagiarism: Submitting one's own work for credit in more than one course without the permission of the instructors, or re-submitting work, in whole or in part, for which credit has already been granted without permission of the instructors.

Prohibited Conduct: The following are examples of other conduct specifically prohibited:

- Taking unauthorized possession of the work of another student (for example, intercepting and removing such work from a photocopier or printer, or collecting the graded work of another student from a stack of papers);
- Falsifying one's own and/or other students' attendance in a course;
- Impersonating or allowing the impersonation of an individual;
- Modifying a graded assessment then submitting it for re-grading; or,
- Assisting or attempting to assist another person to commit any breach of academic integrity.

Sexual Violence and Misconduct: All Members of the University Community have the right to work, teach and study in an environment that is free from all forms of sexual violence and misconduct. Policy B401 defines sexual assault as follows:

Sexual assault is any form of sexual contact that occurs without ongoing and freely given consent, including the threat of sexual contact without consent. Sexual assault can be committed by a stranger, someone known to the survivor or an intimate partner.

Safety and security at the University are a priority and any form of sexual violence and misconduct will not be tolerated or condoned. The University expects all Students and Members of the University Community to abide by all laws and University policies, including B.401 Sexual Violence and Misconduct Policy and B.401.1 Sexual Violence and Misconduct Procedure (found on Policy page <https://www.capilanou.ca/about-capu/governance/policies/>)

Emergencies: Students are expected to familiarise themselves with the emergency policies where appropriate and the emergency procedures posted on the wall of the classroom.