



**UNIVERSITY OF CALGARY
FACULTY OF ARTS
DEPARTMENT OF ART**

**ART 499
Art in Theory and Practice II
Winter 2021
Lecture: Tues / Thurs 11:00-12:15
Online, Asynchronous Delivery**

Technology Requirements for Students Taking Online, Remote and Blended Courses Please review the information regarding technological requirements for online courses here <https://elearn.ucalgary.ca/technology-requirements-for-students/>

Instructor: *Dr. Kristine Thoreson*
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Office Hours: *Zoom, Tuesday / Thursday 5-6:30 pm by appointment*

Course Description

Examination and discussion of theoretical issues associated with current practice in art.

Prerequisites and/or Co-requisites

Art 399 and admission to the BFA or BFA Honours in Visual Studies.

Objectives of the Course

Upon successful completion of this course, students will have:

1. reflected on the role of theory within current practices of art creation, and / or art criticism.
2. located contemporary sources of published academic writing for investigations into art making from a theoretical point of view and / or writing about art and theory.
5. practiced using theory in the analysis of contemporary art and /or published art reviews.
6. developed practical skills in public presentation and the use of supporting technologies.
7. developed skills in critical thinking, research, and analysis of contemporary art works in oral and written form.
8. an expanded art vocabulary, particularly pertaining to critical theory and cultural theory.

Textbooks and Readings

A range of required readings and / or options for reading / viewing will be provide within D2L as needed.

Assignments and Evaluation

1. Question of the Day Responses (D2L Discussion Board)

Weekly Written Short Answer Responses 150-300 words each (11 responses, 3 points each / 3% each)
(Weekly pass or fail assignment: students receive 3 points for each complete post or 0 points for each missed or inadequate response)

33 points total / 33.3 % total weight

Rubric:

Question of the Day Responses (D2L Discussion Board). This is a weekly task that is marked as either done or not done.

3 points will be awarded for each complete response. 150-300 words each week (not including references).

Please use full sentences, your own words and citations for any quotes, paraphrases or ideas / images that are not your own. Please use MLA, APA or Chicago (your choice).
Respond to the "Question of the Day" by Sunday of the same week at 11 pm Calgary time in the designated Discussions area in D2L each week.

Zero points will be awarded for each missed or inadequate response.

Missed responses: those that are not posted by Sunday of each week by 11 pm Calgary time.

Inadequate responses include: responses that are off-topic, incorrect, plagiarized, too short, too long, insincere (sarcastic), point form, derogatory in any way, and / or with many spelling, capitalization, punctuation, sentence structure or grammatical errors (for a few examples). University level English is required.

Posts will be checked each week however post points will **NOT** be communicated weekly, rather a total will be provided at the half-way point, and at the end of term.

*If you have not received an email letting you know about problems with a specific post, then you have received your full points for that post. Please keep track of your own post points as we go throughout the weeks to know your score.

Please feel free to 'be yourself' but do remember this is a university course and you should not write anything here that you would not say out loud in a regular class setting. Please make sure to post thoughtful, honest comments that help us to get to know each other and that move our weekly discussions forward, just as they would in a classroom setting.

2. Individual or Group Presentation

(Powerpoint, Prezi, Google Slides, animated whiteboard presentation, or other approved recorded format). Posted to D2L on a date of your choosing in February or March. (Students will sign up in D2L for their chosen date).

Points for presentation: /20 Weight: 33.3 % of grade

Students will choose to work independently or with one other partner to create a critical presentation on a

topic of interest to them. Students will make their presentation based on the following prompts:

- Choose an article from a list of provided readings (or one you propose) and an artwork (or an exhibition) (not your own) of your choice. Consider how the theory informs the work for better or worse, or how the theory can be applied to the work in the context of art criticism.
- Present your findings to the class in a pre-recorded format suitable for posting to D2L for asynchronous viewing. Presentations should be equivalent to a 6 minute long verbal presentation and a minimum of 12 slides. You may record a narrative but are not required to (it can be just slides without audio if you like). Either way your presentation should take a minimum of 6 minutes and a maximum of 8 minutes for viewers to engage with at a comfortable pace.

Presentations must include:

The name, author, brief summary description of the article and the artwork(s) chosen.

Why you chose each, tell us what is exciting or aggravating / lacking about it.

What you hope to achieve, point out or accomplish with your presentation.

Your goal isn't to re-hash the article or explain how the article applies to the work. Your task is to use the ideas and theories within the article as a lens through which you offer:

- A new reading, or
- A revisionist reading, or
- A critical reading

of the proposed artwork(s). In other words, apply what you've learned about theory in the article you choose and use that knowledge to contribute academically to a conversation about the artwork(s) you've chosen in a unique and interesting way. Partners will receive the same mark unless serious circumstances and evidence necessitate a different result. Please contact your instructor immediately should issues arise in order to avoid complications and delays.

Presentation Rubric				
Criteria	Exceeds (5 points)	Meets (4 points)	Approaches (3 points)	Emergent (2 point)
Content	All information is accurate and matches topic guidelines. Information is paraphrased, not copied. Student shows a strong and perceptive understanding of content and uses theory to achieve posted outcomes.	Most information is accurate and matches topic guidelines. Information is paraphrased, not copied. Student shows an understanding of content and uses theory to achieve posted outcomes for the most part with up to 1 weaker argument.	Some information is accurate and matches topic guidelines. Information may be paraphrased, not copied. Student shows some understanding of content and tried to use theory to achieve posted outcomes, but arguments contain inaccuracies or misunderstandings.	Information is not accurate and does not match topic guidelines. Information may or may not be paraphrased, not copied. Student struggles with understanding of content.
Spelling/ Grammar	Presentation has no misspellings or grammatical errors. Capital letters are used where required.	Presentation has a few (2-4) misspellings or grammatical errors. It does not distract from content. Capital letters are used where required.	Presentation has frequent (5-8) misspellings or grammatical errors. It begins to distract from content. Capital letters are used where required with 2 or more mistakes.	Presentation has many (9+) misspellings or grammatical errors. It distracts from content. Capital letters are not used where required, more than 2 mistakes.
Organization *Title Slide *12 slides *Reference Page	The information is organized in a clear and logical way. The audience is able to follow the presentation easily. All slide requirements are met.	Most of the information is organized in a clear and logical way. The audience is able to follow most of the presentation. 1 slide requirement error.	Some of the information is organized. The audience is able to follow some of the presentation. 2 or more slide requirement errors.	The information has no organization. The audience is unable to follow the presentation. Does not meet slide requirements.
Reflection (Opinion)	Has a clear, theory-based opinion. Chooses appropriate facts, ideas to support that opinion. Uses descriptive details to support and reflect.	Has a clear theory based opinion. Most chosen facts, ideas support that opinion. Uses some details to support and reflect.	Struggles stating a clear opinion that lack clear, theory-based grounding. Chooses few appropriate facts to support that opinion. Uses weak details to support and reflect.	Has no clear opinion / theory. Facts do not support any opinion. Does not use details to support and reflect.
Presentation Score /20				

3. Presentation Reflection

Total points 9 points per post, four times over the semester.

36 points total

Weight: 33.3%

- Students will respond thoughtfully to another student’s presentation within D2L over the course of the term 4 times with 150-300 words (not including references):
1 in January, 1 in February, 1 in March and 1 in April
- Nine points per response are available for a total of 36 points over the term.
- Your reflection is to inspire the writer, and your other classmates, to think more deeply about the topic each week. Your reflection therefore should:
 - ask a question
 - propose an alternate point of view (respectfully)
 - comment on how another theory might coincide with and build upon their idea
 - comment on a related artwork or article that you found
 - cite any sources / ideas used that are not your own using MLA, Chicago or APA
- No extra points are awarded for additional comments, but they are welcome.
- Students must comment on variety of classmate posts. Please don’t comment on the same person’s work over and over. The goal of this task is to challenge yourself to read and respond to a variety of ideas and approaches. Please limit yourself to commenting on the same person’s work no more than twice. Thank you!

Presentation Reflection Rubric			
Criteria	Exceeds (3 points)	Approaches (2 points)	Emergent (1 point)
Content	All information is accurate and matches topic guidelines. Information is paraphrased, not copied. Student shows a strong and perceptive understanding of content and uses theory to achieve posted outcomes.	Some information is accurate and matches topic guidelines. Information may be paraphrased, not copied. Student shows some understanding of content and tried to use theory to achieve posted outcomes but arguments contain inaccuracies or misunderstandings.	Information is not accurate and does not matches topic guidelines. Information may or may not be paraphrased, not copied. Student struggles with understanding of content.
Spelling/ Grammar	Post has no misspellings or grammatical errors. Capital letters are used where required.	Post has frequent (3-4) misspellings or grammatical errors. It begins to distract from content. Capital letters are used where required with 2 or more mistakes.	Post has many (5+) misspellings or grammatical errors. It distracts from content. Capital letters are not used where required, more than 2 mistakes.
Reflection (Opinion)	Has a clear, theory based opinion. Chooses appropriate facts, ideas to support that opinion. Uses descriptive	Struggles stating a clear opinion that lack clear, theory based grounding. Chooses few appropriate facts to support that	Has no clear opinion / theory. Facts do not support any opinion. Does not use details to support

	details to support and reflect.	opinion. Uses weak details to support and reflect.	and reflect.
Score /20			

Schedule of Activities: * Subject to possible changes due to emergent class needs

Week 1: January 12 / 14

Course outline, assignment details

Introductory “Question of the Day”

Sign up for asynchronous presentation dates in the Discussion area of D2L

Week 2: January 19 / 21

Donna Haraway

“Question of the Day”

Week 3: January 26 / 28

“There are no new media”

“Question of the Day”

Week 4: February 2 / 4

Susan Sontag

“Question of the Day”

Week 5: February 9 / 11

Jade Nasogaluak Carpenter

“Question of the Day”

Week 6: February 16 / 18 (Reading Break – No classes)

Week 7: February 23 / 25

Jonas Larsen

“Question of the Day”

Week 8: March 2 / 4

TBA – student requests for a topic of interest

“Question of the Day”

Week 9: March 9 / 11

Jane Jacobs

“Question of the Day”

Week 10 : March 16 / 18

Imra Szeman

“Question of the Day”

Week 11: March 23 / 25

TBA – student requests for a topic of interest

“Question of the Day”

Week 12: March 30 / April 1 (No Discussion Post, Easter weekend)

Week 13: April 6 / 8

Edward Said

“Question of the Day”

Week 14: April 13 / 15

Final week wrap up

End of Winter 2021 semester

Assignments, due dates AND weights/percentages summary:

1. Individual Question of the Day Responses (D2L Discussion Board): 11 responses, 3 points each / 3% each.

Total points: /33

Weight: 33.3%

- 150-300 words each post. Submitted electronically to the D2L Discussion board. Weekly posts are assigned each Tuesday starting January 12th and ending on April 13th. No post in week 6 (February 16th) due to Reading Break. No post in week 12 (March 30th) due to Easter.

2. Individual or Group Presentation (D2L Discussion Board): selected date in January through April (student signs up for their preferred date).

Total points: / 20

Weight: 33.3%

- Length: 6 minutes to 8 minutes long, audio narration optional. Minimum 12 slides, maximum 16 slides.

3. Presentation Reflection

Total points 9 points per post, 4 times. Total / 36 points.

Weight: 33.3%

- Students will choose a time to respond thoughtfully to another student’s Presentation post within D2L over the course of the term 4 times (once each month: Jan, Feb, March, April).

Writing

The student seminar presentations, discussion posts, and assignments will all require writing, to be handed in within D2L. Readability, comprehension, spelling and syntax will form part of the grade. University level English is an expectation.

Students who would benefit from academic accommodations or who have adaptive software needs should consult the instructor and/or ensure they have an Academic Accommodation Agreement in place at the start of the course. Accommodations can not be provided retroactively.

To pass the course, students must all required components to pass the course.

Late work should be avoided at all times and will be docked one half letter grade per day late (An A becomes an A- if one day late). However, if a student misses a required component, they should email the instructor as

soon as reasonably possible, i.e., within 2 business days. In the instance of genuinely extenuating circumstances, an alternative deadline will be discussed, and may be agreed subject to instructor approval.

Registrar Scheduled Final Exam – NO

Note: *It is the student's responsibility to keep a copy of or any relevant documentation regarding each submitted assignment.*

Late Assignment Policy

Late work should be avoided at all times and will be docked one half letter grade per day late (An A becomes an A- if one day late). However, if a student misses a required component, they should email the instructor as soon as reasonably possible, i.e., within 2 business days. In the instance of genuinely extenuating circumstances, an alternative deadline will be discussed, and may be agreed subject to instructor approval

Additional Information (if necessary)

This course is delivered wholly online in an asynchronous format. Learning will take place via guided inquiry discussion posts and research each week. There is no formal essay in this course, however weekly discussion posts based on research, reflective practice, asynchronous individual / group presentations and peer-to-peer discussions are required. There is a required weekly commitment to read, reflect, post and respond. Late work impacts the success of all students in this course and is therefore strongly advised against and not welcome.

Grading Method and Grading Scale

Percentage	Grade	G.P.V.	Grade Definition
96-100	A+	4.0	Outstanding
90-95	A	4.0	Excellent-superior performance, showing comprehensive understanding of subject matter.
85-89	A-	3.7	
80-84	B+	3.3	
75-79	B	3.0	Good – clearly above average performance with knowledge of subject matter generally complete.
70-74	B-	2.7	
65-69	C+	2.3	
60-64	C	2.0	Satisfactory – basic understanding of the subject matter.
55-59	C-	1.7	
53-54	D+	1.3	
50-52	D	1.0	Minimal pass – marginal performance; generally insufficient preparation for subsequent courses in the same subject.
0-49	F	0	Fail – unsatisfactory performance or failure to meet course requirements.

Internet and Electronic Communication Device Information

<https://ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Electronic-Resources-and-Information-Policy.pdf>

Email: office hours are the primary contact periods for questions. Email may be used for communicating unexpected absences, arranging appointments or general questions. The instructor will endeavor to answer emails within a reasonable period of time (1-3 days) but students should not rely on immediate responses. Course instruction does not occur via email.

Models N/A

Portfolios and Assignments

The Department of Art will not assume responsibility for lost or stolen portfolios or course work given to instructors for grading.

Studio Procedures - N/A

If students are on campus, students and instructors are expected to follow physical distancing regulations in order to comply with the University's Covid-19 Re-Entry Protocols. For more information, please refer to the following website.

<https://ucalgary.ca/risk/sites/default/files/2020-05/UCalgary.COVID19.ReEntryProtocols.pdf>

Academic Accommodations

The student accommodation policy can be found at <https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations>.

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities <https://ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf>

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

Academic Standing

For more information go to <http://www.ucalgary.ca/pubs/calendar/current/f.html>

Deferral of Exams and Term work

It is possible to request a deferral of term work or final examination(s) for reasons of illness, accident, family or domestic affliction, or religious obligations. Please check with Enrolment Services if any of these issues make it impossible for you to sit an exam or finish term work by stated deadlines.

For more information about deferring a final exam go to

<https://www.ucalgary.ca/registrar/exams/deferred-exams>

For more information about deferral of term work go to

<http://www.ucalgary.ca/pubs/calendar/current/g-7.html>

https://www.ucalgary.ca/live-uc-ucalgary-site/sites/default/files/teams/14/deferred_termwork-feb-2020_revised.pdf

F.O.I.P.

For more information go to <https://www.ucalgary.ca/registrar/student-centre/privacy-policy>

Writing and Plagiarism

Writing skills are not exclusive to English courses and, in fact, should cross all disciplines. The University supports the belief that throughout their University careers, students should be taught how to write well so that when they graduate their writing abilities will be far above the minimal standards required at entrance. Consistent with this belief, students are expected to do a substantial amount of writing in their University courses and, where appropriate, members of faculty can and should use writing and the grading thereof as a factor in the evaluation of student work. The services provided by the Writing Support Services can be utilized by all undergraduate and graduate students who feel they require further assistance.

For more information go to

<http://www.ucalgary.ca/ssc/writing-support>

or

<http://www.ucalgary.ca/pubs/calendar/current/e-2.html>

Using any source whatsoever without clearly documenting it is a serious academic offense.

Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the university. Visual art projects submitted for course credit must be produced by the student specifically for this class. Students must not submit projects if credit has or will be provided for it in another class. This includes re-worked assignments from previous or concurrent courses, unless permission is provided in writing by the instructor. Additionally, the student is asked to be mindful of using visual sources from the internet, ensuring that that material is not derived from any on-line or other available source, and that appropriate copyright permission is granted, when required.

Campus Mental Health Resources

[SU Wellness Centre](#) and the [Campus Mental Health Strategy](#)

Campus Security and Safewalk

Call 220-5333 anytime. Help phones are located throughout campus, parking lots and elevators; they connect directly to Campus Security - in case of emergency, press the red button.

For more information go to <https://live-risk.ucalgary.ca/risk/campus-security/your-safety/safewalk>

Emergency Evacuation

For more information go to <https://www.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/assembly-points>

Ethics

Whenever you perform research with human participants (i.e., surveys, interviews or observation) as part of your university studies, you are responsible for following university research ethics guidelines.

Your instructor must review and approve of your research plans and supervise your research. For more information go to <http://www.ucalgary.ca/pubs/calendar/current/e-5.html> or <https://www.ucalgary.ca/research/researchers/ethics-compliance/chreb>

Instructor Intellectual Property and Copyright Legislation

Course materials created by the instructor (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the same course section and term may be allowed under fair dealing. Check with the instructor if you have any questions about sharing materials with classmates.

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Material-Protected-by-Copyright-Policy.pdf>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks, etc.).

Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Lockers - N.A.

Student Misconduct

For more information go to <http://www.ucalgary.ca/pubs/calendar/current/k.html>

Student Ombudsman

For more information go to <http://www.ucalgary.ca/ombuds/>

Student Union

For more information go to <http://www.su.ucalgary.ca/>

Faculty of Arts Program Advising and Student Information Resources

Have a question but not sure where to start? The Arts Students' Centre is your information resource for everything in the Faculty of Arts. Call us at 220-3580 or email us at ascarts@ucalgary.ca.

You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate> which has detailed information on common academic concerns.

For program planning and advice, contact the Student Success Centre at 403-220-5881

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 210-ROCK [7625].