

	<p>School of Arts &amp; Science  <b>VISUAL ARTS DEPARTMENT</b>  <b>ART 153</b>  Arts and Culture in Canada  <b>Quarter or Semester/Year</b></p>
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**COURSE OUTLINE**

The course description is online @ <http://camosun.ca/learn/calendar/current/web/art.html>

Ω Please note: the College electronically stores this outline for five (5) years only.

It is **strongly recommended** you keep a copy of this outline with your academic records.

You will need this outline for any future application/s for transfer credit/s to other colleges/ universities.

**1. Instructor Information**

(a)	Instructor:	John G. Boehme		
(b)	Office Hours:	Tuesday 1:30pm-2:30pm and by appointment		
(c)	Location:	Young 111		
(d)	Phone:	250.370-3512	Alternative Phone:	
(e)	Email:	boehnme@camosun.bc.ca		

**2. Intended Learning Outcomes**

(No changes are to be made to these Intended Learning Outcomes as approved by the Education Council of Camosun College.)

Upon completion of this course, the student will be able to:

1. Broadly outline Canada's cultural policy during the 20th and 21st centuries.
2. Summarize the history and function of cultural institutions such as the Canada Council for the Arts, the CBC, and the National Film Board (NFB).
3. Assess the role of arts funding by various sources, including private, corporate, and government.
4. Discuss the impact of cultural figures in Canada.
5. Explore ethical issues, such as cultural appropriation, that affect the arts in Canada.

**3. Required Materials**

- (a) Texts Course pack Boehme, John G. compiler. *Arts and Culture Canada 153 Camosun College Bookstore*
- (b) Other

**4. Course Content and Schedule**

(This section can include: class hours, lab hours, out of class requirements and/ or dates for quizzes, exams, lectures, labs, seminars, practicums, etc.)

**5. Basis of Student Assessment (Weighting)**

**Evaluation**

Current Weekly periodical	10%
Assignment #1 Analytical Research Essay Proposal	25%
Assignment #2 Reading the Arts Essay	25%
In-Class Test	25%
Attendance and involvement in class discussions along with personal involvement (attitude) in class	15%

**\*Note \***

\* Attendance is one of the main criteria of the involvement and participation category. It is mandatory because class discussion cannot be recreated and therefore not made up if missed. Missing a class without a valid reason will result in a deduction of 5% from your final grade for each class missed.

Missing more than two classes will seriously jeopardize your successful completion of the course. Tardiness will also have the same effect.

Involvement and participation will also be evaluated on the level of care and on the quality of your engagement with your work

**6. Grading System**

(No changes are to be made to this section unless the Approved Course Description has been forwarded through the Education Council of Camosun College for approval.)

### Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

### Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at [camosun.ca](http://camosun.ca) for information on conversion to final grades, and for additional information on student record and transcript notations.

<i>Temporary Grade</i>	<i>Description</i>
<b>I</b>	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
<b>IP</b>	<i>In progress:</i> A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. (For these courses a final grade will be assigned to either the 3 <sup>rd</sup> course attempt or at the point of course completion.)
<b>CW</b>	<b>Compulsory Withdrawal:</b> <i>A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.</i>

### 7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

#### LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services, or the College web site at [camosun.ca](http://camosun.ca).

#### STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services, and the College web site in the Policy Section.

### **SPECIFIC: Course Description and Objectives**

This course is an interdisciplinary survey of issues related to the arts in Canada, and includes historical as well as contemporary material. As it is fundamentally interdisciplinary in conception it allows us to explore a variety of themes including theatre, music, dance, visual arts, literature, film, radio and television broadcasting from a number of perspectives. We use both primary and secondary sources, and a great deal of class time will be devoted to discussion.

Obviously, the scope of this course is so vast, and there will be no attempt to be exhaustive or even all-inclusive. Restrictions of time force restrictions of subject matter and much interesting material will, of necessity, be left out. This is as unfortunate as it is inevitable. The course is not intended to be a comprehensive exegesis of Canada's cultural history, rather, it is designed to stimulate basic critical thinking skills that will allow you to build on a broad foundation of the material we will cover. By the end of the course, students should be familiar with several current issues in Canadian culture and be able to discuss their historical origins. Assignments are intended to help students develop analytical and research skills.

There are no prerequisites to the course, nor is there any expectation that you will have a background in an arts related field.

### **Course Objectives**

When you have completed this course you should be able to:

- demonstrate an understanding of a broad outline of Canada's cultural policy during the 20<sup>th</sup> and 21<sup>st</sup> century
- summarize the history and function of cultural institutions such as the Canada Council for the Arts, the CBC and NFB
- assess the role of arts funding by various sources (for example, government versus corporate)
- Comment on significant cultural figures in Canada.
- Discuss ethical issues, such as cultural appropriation, that affect all the arts in Canada
- Use and/or audiovisual materials to help formulate and articulate a defined point of view on a variety of topics

### **Weekly Current Critical summary**

Each week each student will supply the instructor and each class member with a 100 word critical summary photocopied with a current (that week) arts or cultural article from a newspaper, magazine or online source. Single spaced, 12 point Times New Roman font.

### **Test**

This closed-book, in-class test will cover assigned readings and material presented in class (e.g. lectures, visual material, class discussion, etc.) during the first term.

### **Analytical Research Essay Proposal**

Students will submit a formal analytical research essay proposal that includes the following:

1. Question/problem the essay will address.
2. Statement explaining why the question/problem is important.
3. Annotated bibliography/literature review (4-5 sources in total). In a sentence or two for each source, identify the writer's thesis. Most of your sources should be scholarly books and articles as well as newspaper and magazine articles. **Encyclopedias (e.g. Wikipedia) and dictionaries DO NOT qualify as appropriate sources.** Please note that only one scholarly internet citation will be allowed.

### **Reading the Arts Essay**

Reading the Arts Essay is an opportunity for students to examine how artworks and arts events construct and convey social attitudes and values.

You have some choices as to what you might take on as your first assignment. Please note that these do not require you to do specific research, but you are free to do so if you wish, be sure to site your sources.

### **Choice 1 – Dialogue on State support of the Arts**

This choice is an opportunity to reflect on the advantages and disadvantages of state support of the arts.

Construct a dialogue, as though you were writing a radio play for the CBC, in which one character is a strong advocate of state support for arts funding, and the other is equally strongly opposed to any government arts funding. Each character should marshal a number of arguments in favour of his/her point of view. Your audience should not be able to tell on which side of the fence you stand personally; rather, you should try to make each point of view equally convincing. This exercise is designed to help you consider, develop, and defend differing points of view, not to affirm your own opinion.

Try to have a little creative fun with this assignment: provide specific and suitable and suitable setting for you dialogue, develop some personality for your characters so they are more than cardboard spokes persons for their respective points of view, and take some pleasure in being able to develop and control the dialogue.

**Please note:** Although I expect you to develop and interesting and engaging dialogue, your assignment will be evaluated mainly on the basis of the number and depth of the arguments you bring forth.

While it is difficult to propose an appropriate length for you dialogue, I would think it would be at least 3-4 pages in length (dialogue should be single spaced, with double spacing to indicate a change of the character speaking).

**DUE date:**

### **Choice 2 – Editorial**

For this choice, you should select one area that is of particular interest, and write an “op-ed” piece (a contraction of “opinion –editorial”) that might be published by a major Canadian newspaper, such as the *Globe and Mail*. You will find this kind of commentary on the editorial page or the page facing it; you should definitely read several of these before writing your own. Choose a defined point of view (op-ed pieces are generally fairly polemical), and argue your point in 3-4 pages (double spaced). Try to anticipate comments or arguments your doubting reader might come up with. As a general rule, it is much better to find a narrow focus so that you can explore your topic in depth. Feel free to run your topic by me if you have ANY questions regarding its suitability.

**DUE date:**

### **Choice 3 – Critical response to an article (or Chapter) in the Course Pack**

For this option, you should either choose one of the articles in the course pack or write an extended critical response to it. Think this as being equivalent to a book review in a journal or a major newspaper, except that here you are dealing with a shorter excerpt rather than a complete book. Be careful not to write a paraphrase of the article. I already know that you can easily absorb the information given in these essays; what I am asking you to do is to think about the ideas that are presented. Remember that the key word is “critical” – you should engage with the issues presented in the article/chapter and either support or refute them with substantial arguments. Like any essay, your critical review must have a clearly defined thesis – a central proposition or argument – that is stated or inferred in the opening paragraph(s).

Your essay should be 3-4 pages in length (double spaced)

**DUE date:**

**Assignments are due in class on the dates noted. Assignments submitted after the deadline will be penalized one grade point (e.g. B+ to B) for each subsequent day late. Assignments more than one week late will not be accepted. Missing or incomplete assignments will be given a failing grade.**

Papers will NOT be accepted by email. **Remember: your assignments are your responsibility.** Therefore, think carefully before you decide to hand in any assignment late. The best policy is to hand in all your assignments in class on their due dates.

### **Policy on Academic Integrity**

Academic integrity requires commitment to the values of honesty, trust, fairness, respect, and responsibility. It is expected that students, faculty members and staff at Camosun College, as members of an intellectual community, will adhere to these ethical values in all activities related to learning, teaching, research and service. Any action that contravenes this standard, including misrepresentation, falsification or deception, undermines the intention and worth of scholarly work and violates the fundamental academic rights of members of our community. The following policies and procedures are designed to ensure that the Colleges' standards are upheld in a fair and transparent fashion.

In this regulation, "work" is defined as including the following: written material, laboratory and computer work, musical or art works, oral reports, audiovisual or taped presentations, lesson plans and material in any medium submitted to an instructor for grading purposes.

Violations of academic integrity covered by this policy can take a number of forms, including the following:

### **Plagiarism**

A student commits plagiarism when he or she:

- submits the work of another person as original work
- gives inadequate attribution to an author or creator whose work is incorporated into the student's work, including failing to indicate clearly (through accepted practices within the discipline, such as footnotes, internal references and the crediting of all verbatim passages through indentations of longer passages or the use of quotation marks) the inclusion of another individual's work
- paraphrases material from a source without sufficient acknowledgement as described above

Students who are in doubt as to what constitutes plagiarism in a particular instance should consult their course instructor.

The College reserves the right to use plagiarism detection software programs to detect plagiarism in essays, term papers and other assignments.

### **Falsifying Materials Subject to Academic Evaluation**

Falsifying materials subject to academic evaluation includes, but is not limited to:

- fraudulently manipulating laboratory processes, electronic data or research data in order to achieve desired results
- using work prepared by someone else (e.g., commercially prepared essays) and submitting it as one's own
- citing a source from which material was not obtained
- using a quoted reference from a non-original source while implying reference to the original source
- submitting false records, information or data, in writing or orally

**\*Subject to SIGNIFICANT CHANGE\***

**MAY**

<b>Tuesday May 8<sup>th</sup></b>	<b>Introduction and course pack</b> Current Weekly periodical Readings for next week from Coursepack <u>STRANGE BEDFELLOWS: THE STATE OF THE ARTS IN CANADA</u> George Woodcock, Chapter 1, 2, Douglas &McIntyre 1985 ISBN 088894 456x
<b>Thursday 10<sup>th</sup></b>	<b>GUEST SPEAKER</b> <b>Sue Donaldson Guest Program Officer Visual Arts &amp; Museums</b> <b>British Columbia Arts Council</b>
<b>Tuesday 15</b>	<b>Introductory Issues</b> Readings for next week from Coursepack <u>MAKING CULTURE: ENGLISH-CANADIAN INSTITUTIONS AND THE ARTS BEFORE THE MASSEY COMMISSION</u> Maria Tippett, Chapter 3,6 University of Toronto Press 1990 ISBN 0802067840
<b>Thursday 17<sup>th</sup></b>	Current Weekly periodical lecture discussion
<b>Tuesday 22<sup>nd</sup></b>	<b>Arts Funding in Canada</b> Readings for next week from Coursepack_Finlay, Karen A. "Arm's Length: Culture, the State, and Canadian Sovereignty, 1946-1951." <i>The Force of Culture: Vincent Massey and Canadian Sovereignty</i> . Toronto: University of Toronto Press, 2004: 200-237, 303-307.
<b>Thursday 24<sup>th</sup></b>	Current Weekly periodical The Arts and Cultural Identity Video language Talking Canadian / [videorecording (DVD)] Author Slaght, Margaret. Publisher: Canadian Broadcasting Corporation ; Pub date: c2004. Pages: 1 videodisc (44 min.) : ISBN: 1552594025 Item
<b>Tuesday 29<sup>th</sup></b>	Bell, Michael. "The Welfare of Art in Canada." <i>The Kingston Conference: Proceedings</i> . Kingston: Queen's University, 1991: iii-xxxiv Canadian television [electronic resource] : why the subsidy Author Nordicity Group Ltd. Publisher: Nordicity Group Ltd., Pub date: 2008 Pages: 1 electronic text (iv, 45 p. : ill.)
<b>Thursday 31<sup>st</sup></b>	Current Weekly periodical "Review on the Arts Due"
<b>Tuesday 5<sup>th</sup></b>	The Mass Media in Canada. / Mary Vipond The Pros and Cons of Canadian Cultural Nationalism James Lorimar &Co. ISBN 1550287141
<b>Thursday 7<sup>th</sup></b>	<b>CRITICAL ANALYSIS ASSIGNMENT DUE</b> <b>GUEST SPEAKER JANET MUNSIL Intrepid Theatre</b>
<b>Tuesday 12<sup>th</sup></b>	<b>*** Current Weekly periodical***</b>
<b>Thursday 14<sup>th</sup></b>	<b>Jon Tupper Director of the Art Gallery of Greater Victoria, and past</b> <b>President of the Museums Associations</b>
<b>Tuesday 19<sup>th</sup></b>	<b>GUEST SPEAKER</b>
<b>Thursday 21<sup>st</sup></b>	<b>examination</b>