EXPANDED COURSE DESCRIPTION
ART HISTORY
School of the Arts, Media, Performance and Design
Department of Visual Art Art History
FA / ARTH 1900  3.0  SECTION A
ART IN THE CITY
FALL 2017 / WINTER 2018

Last Modified Date: 09/08/2017

COURSE CALENDAR DESCRIPTION
Introduces non-majors to art issues, practices, and research through an examination of the multifaceted art scene in Toronto. Explores the relationship between the cultural history of the city and the present art scene. Not open to Visual Arts Majors.

INSTRUCTOR(S)

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<th>Name</th>
<th>Section / Format / Term</th>
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<td>Denton, Stacy</td>
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SPECIAL FEATURES
Catalogue Description
Introduces non-majors to art issues, practices, and research through an examination of the multifaceted art scene in Toronto. Explores the relationship between the cultural history of the city and the present art scene. Not open to Visual Arts Majors.

Extended Course Description
This unique, blended course introduces students to some art historical concepts and writings in concert with their experience of art within the GTA. The weekly one-hour tutorial sessions help draw together online lectures, interviews, and virtual tours with assigned readings on a variety of topics. These sessions are also meant to ground the ideas and writings of different people associated with the art world, including established scholars, art practitioners, curators, and gallery administration, with that of the student’s perceptions of actual artworks around the city of Toronto, at York University, and potentially, in other areas of the GTA. Additionally, students will gather some fundamental experience in discussing and writing about art through weekly assignments, in-class discussion, and a few substantive essays.

Course Texts/Readings
Articles, Lectures, Supporting Documents on Moodle
Visits to Art Galleries and events (listed on the syllabus)

TOPICS AND CONCEPTS
*Again, please note that the following is an outline of the semester for this course, but each tutorial section will have its own syllabus with the specific assignments and due dates. Make sure to consult the correct syllabus for your section!*
Week 1: Intro and Overview
This week will introduce the layout of the course, class expectations, and the Moodle interface.
Podcasts:
1. Introduction (Stacy Denton)
2. Moodle overview (Stacy Denton)
Readings:
1. Syllabus (Moodle)
2. Academic Integrity website (Moodle)
Due after first tutorial meeting: Academic Integrity and Syllabus quiz (participation #1)

Week 2: Vocabulary and Formal Analysis
The material for week 2 will introduce students to basic art vocabulary, the concept of formal analysis, and the elements of visual art composition. An audio-walk of the AGO will also demonstrate, in-person, the principles of artwork analysis and key works within the museum’s collection.
Podcasts:
AGO Walking Tour (Jessica Mace)
Readings:
3. Formal Analysis and Vocabulary Infosheet.
Due before tutorial begins: Formal Analysis: 8%
Description: After looking at the websites and examples, define 3 formal elements in one of the images posted to Moodle.
FIELD TRIP IN PREPARATION FOR THIS AND NEXT TUTORIAL MEETING: Go to the AGO

Week 3: What is Contemporary Art?
This week will discuss the 20th century break with traditional conceptions of art, the influence of Modernism/Postmodernism, as well as the divide between High and Low culture in contemporary art.
Podcasts:
What is Contemporary Art? (Mike Zryd)
Readings:
Due before tutorial begins: Describe your experience at the AGO. What was your favorite work and why? (4-5 sentences) (participation #2)
FIELD TRIP IN PREPARATION FOR NEXT TUTORIAL MEETING: Attend Nuit
Week 4: Art Festivals
In conjunction with the Nuit Blanche event outing, week four will introduce students to the concept of the art festival as a unique space of audience engagement, and as a way to support artists and community practices.

Podcasts:
1. Curating Nuit Blanche (Jennifer Fisher)
2. Curating ImagiNATIVE (interview with Daniel Northway-Frank)

Readings:

Due before tutorial begins: Attend Nuit Blanche. Pick 1 work of art from Nuit Blanche. List the title, location, and artist(s), and describe the work in your own words and discuss it in relation to 2014 Sandals article (250-300 words; 10%)

Week 5: Multimedia Expressions
The lecture will outline Toronto’s place in contemporary photography, with a focus on the distinctions between photo as documentation and photo as conceptual practice. Supplemental materials introduces students to ranging forms of contemporary multimedia art, including video and performance.

Podcast:
1. Photography in Toronto (Sarah Parsons)

Readings:
“Media and Performance Art.” MoMA Learning. (Please read all of the associated tabs: “Performing for the Camera”, “Participation and Audience Involvement” and “Performing Identities”).

Due before tutorial begins: Find a contemporary multimedia artist, not featured in the podcast, that you think is interesting. List the artist’s name and website. What mediums are influencing their work and discuss one of their key themes. (5 Sentences) (participation #3)

Week 6: Politics of Art Institutions
This week will introduce the political implications of several different kinds of institutions, including museums, artist-run centres, and commercial galleries, as well as the administrative structures that control them.

Podcasts:
1. Artist-Run Centres and the Board of Directors (Interview with Luke Black)
2. The Workings of the Art Gallery of York University (Interview with Suzanne Carte)

Readings:

Due before tutorial begins Complete 5 short questions based on information from podcasts and reading (Participation #4).

Week 7: Reflection/Midterm Writing
This week will take a break from lecture content in order to develop a formal analysis of two works of art through the tutorial session. This in-class work will then be expanded into a context related to the previous four weeks of discussion for the mid-term assignment.

*Note: There are two assignments that you need to complete for this writing requirement, the due dates for each listed on your tutorial’s syllabus*

Part A, Due before tutorial begins: 1 page formal analysis of 2 works at the exhibit, due at the tutorial (4%)

Part B, Due before Week 8 tutorial begins: Final paper, 1250 words. (17%)

Week 8: Artist-run Centres & Commercial Galleries

This week will expand on the history and role of artist run centres in Canada in juxtaposition to Commercial Galleries. Students will be presented with two video tours of selected institutions and hear directly from the people who run them.

Podcasts:
1. Video tour of A Space artist run centre
2. Video tour of Katzman Contemporary Commercial Gallery.

Readings:

Assignment: Part B of Midterm Writing, Due before tutorial begins: Final paper, 1250 words. (17%)

Week 9: Art & Representation: Gender case studies

This week will introduce issues of representation and diversity in contemporary art, laying out historical turning-points from feminist and socio-political practice in the 1960s, and examining the ways contemporary artists integrate identity-politics into their work.

Podcast:
Art & Representation, case studies on gender and race in art (Stacy Denton)

Readings:

Due before tutorial begins: Find an example (an image; a url) that either supports or challenges one of the points that Berger makes in his writing. The example can be anything (an art piece; a clip from a film or TV show; an ad; etc.), and you only need to explain in 2 or 3 sentences why you chose it (Participation #5).

Week 10: Indigenous Canadian Art

Week ten will introduce the artwork of Vanessa Dion Fletcher, and will touch on some of the issues that affect Indigenous artists, including social and cultural erasure in the everyday and the art world alike.

Podcasts:
Indigenous Perspectives on Art (Vanessa Dion Fletcher)

Readings:
LIST OF LEARNING OUTCOMES AND EXAMPLES OF

The purpose of this course is to encourage an appreciation for the diverse forms of art that exist in Toronto and in the everyday lives of students, and to provide a space where students can learn to discuss and write about these objects using the conventions and ideas prevalent in Art Historical discourse.

By the end of this course, students should be able to:


Due before tutorial begins: Choose one of the artists mentioned in the readings and describe how they address societal challenges within their work (participation #6).

Week 11: Art & Space: Public art

This penultimate week will address the place of public art in popular discourse, the positioning of art in administrative decision making, and analyze how the built environment intersects with these art objects.

Podcasts:
Art & Space (Brandon Vickerd)

Readings:
City of Toronto Online.

Due before tutorial begins: Choose a “public art” object in your everyday life (in your neighbourhood; in your commute). Post an image to the forum -- no need to write anything else (participation #7).

FIELD TRIP IN PREPARATION FOR NEXT TUTORIAL MEETING: Follow the walking tour around York University’s Keele Campus.

Week 12: “The Microcosm of York University”

Our final lecture will connect the course content from the previous classes directly to their environment on York’s campus, specifically addressing issues of representation, administration, use of space, and approaches to contemporary art.

Podcasts:
Campus walking tour (Melanie Wilmink, Erin Yunes and Anders Sandberg).

Readings:

Due before tutorial begins: Choose any artwork that you came across on your walking tour and analyze it in 4-5 sentences (participation #8).

Participation #9: In-Class Participation/Attendance (TBD by your TA at the end of the semester)

Final Paper: A reflection on the experience of art in the 21st century (1500 words; Due Dec 13th, 11:59 pm; details on Moodle) (25%)
1. Participate in art analysis as an engaged viewer that can express and argue their views on art, in both written and verbal forms;
2. Articulate a reading of a variety of contemporary artworks by using the language of formal analysis;
3. Recognize that there exists a larger tradition of academic and critical scholarship that influences readings of contemporary artworks and to be able to apply this discourse toward an interpretation of artwork;
4. Understand the structure of a variety of art institutions, and understand how these structures shape art presentation and analysis.

Course Texts/Readings
Articles, Lectures, Supporting Documents on Moodle
Visits to Art Galleries and events (listed on the syllabus)

**GRADED ASSESSMENT**

Evaluation
Participation and Attendance: 36% (small assignments are listed over the course of the semester; pay close attention to what is due and when!)
Formal Analysis: 8%
Nuit Blanche assignment: 10%
Midterm Reflection: 21%
Final Paper: 25%

Grading, Assignment Submission, and Lateness Penalties
Grading: The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.)
(For a full description of York grading system see the York University Undergraduate Calendar – http://calendars.registrar.yorku.ca/2015-2016/academic/grades/index.htm)
Students may take a limited number of courses for degree credit on an ungraded (pass/fail) basis. For full information on this option see Alternative Grading Option in the AMPD section of the Undergraduate Calendar - http://calendars.registrar.yorku.ca/2015-2016/faculty_rules/FA/grading.htm
*Final course grades may be adjusted to conform to Program or Faculty grades distribution profiles.*

Assignment Submissions: Proper academic performance depends on students doing their work not only well, but on time. Accordingly, assignments for this course must be received on the due date specified for the assignment. Assignments are to be handed in on Moodle; instructions will be given for each assignment as we approach the due date.
Lateness Penalty: You will receive penalties for late work, unless there is a documented reason for handing in late work, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (e.g., doctor’s
letter). In these cases, students may request accommodation from their tutorial leader. Further extensions or accommodation will require students to submit a formal petition to AMPD.

Penalties will vary based on the weight of the assignment, as outlined below:

- Participation assignments: No late submissions are accepted.
- Formal Analysis and Nuit Blanche assignments: Half grade deduction for every day after the due date.
- Midterm Reflection, Part A: No late submissions are accepted.
- Part B: Half-grade deduction for every day after the due date.
- Final Paper: Half-grade deduction for every day after the due date.

**ADDITIONAL INFORMATION**

The Senate Grading Scheme and Feedback Policy stipulates that (a) the grading scheme (i.e. kinds and weights of assignments, essays, exams, etc.) be announced, and be available in writing, within the first two weeks of class, and that, (b) under normal circumstances, graded feedback worth at least 15% of the final grade for Fall, Winter or Summer Term, and 30% for ‘full year’ courses offered in the Fall/Winter Term be received by students in all courses prior to the final withdrawal date from a course without receiving a grade.

"20% Rule"

No examinations or tests collectively worth more than 20% of the final grade in a course will be given during the final 14 calendar days of classes in a term. The exceptions to the rule are classes which regularly meet Friday evenings or on Saturday and/or Sunday at any time, and courses offered in the compressed summer terms.

Drop Deadlines -- 2017/2018 Academic Year

- Last date to drop a fall term (F) course without receiving a grade: November 10, 2017
- Last date to drop a winter term (W) course without receiving a grade: March 9, 2018
- Last date to drop a full year (Y) course without receiving a grade: February 9, 2018

**IMPORTANT COURSE INFORMATION FOR STUDENTS: Academic Policies**

All students are expected to familiarize themselves with the following information, available on the Senate Committee on Curriculum & Academic Standards webpage (see Reports, Initiatives, Documents)

http://www.yorku.ca/secretariat/senate_cte_main_pages/ccas.htm

- York’s Academic Honesty Policy and Procedures/Academic Integrity Website
  1. Ethics Review Process for research involving human participants
  2. Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities
  3. Student Conduct Standards
  4. Religious Observance Accommodation

Academic Honesty and Integrity

York students are required to maintain high standards of academic integrity and are subject to the Senate Policy on Academic Honesty (http://secretariat-policies.info.yorku.ca/policies/academichonesty-senate-policy-on/)

There is also an academic integrity website with complete information about academic honesty.
Students are expected to review the materials on the Academic Integrity website (http://www.yorku.ca/academicintegrity).

Access/Disability
York provides services for students with disabilities (including physical, medical, learning and psychiatric disabilities) needing accommodation related to teaching and evaluation methods/materials. These services are made available to students in all Faculties and programs at York University.

Students in need of these services are asked to register with disability services as early as possible to ensure that appropriate academic accommodation can be provided with advance notice. You are encouraged to schedule a time early in the term to meet with each professor to discuss your accommodation needs. Please note that registering with disabilities services and discussing your needs with your professors is necessary to avoid any impediment to receiving the necessary academic accommodations to meet your needs.

Additional information is available through Counselling & Disability Services at www.cds.info.yorku.ca/ or from disability service providers:

- Personal Counselling and Learning Skills Services: N110 BCSS, 416-736-5297
- Mental Health Disability Services: N110 BCSS, 416-736-5350
- Learning Disability Services: W128 BCSS, 416-736-5383
- Physical, Sensory and Medical Disability Services: N108 Ross, 416-736-5140, TTY: 416-736-5263

Deaf and Hard of Hearing students can also contact psmds@yorku.ca

Glendon students - Counselling & Disability Services, Glendon Site: Glendon Hall E103, 416-487-6709

Ethics Review Process
York students are subject to the York University Policy for the Ethics Review Process for Research Involving Human Participants. In particular, students proposing to undertake research involving human participants (e.g., interviewing the director of a company or government agency, having students complete a questionnaire, etc.) are required to submit an Application for Ethical Approval of Research Involving Human Participants at least one month before you plan to begin the research. If you are in doubt as to whether this requirement applies to you, contact your Course Director immediately.

Religious Observance Accommodation
York University is committed to respecting the religious beliefs and practices of all members of the community, and making accommodations for observances of special significance to adherents. Should any of the dates specified in this syllabus for an in-class test or examination pose such a conflict for you, contact the TA within the first three weeks of class. Similarly, should an assignment to be completed in a lab, practicum placement, workshop, etc., scheduled later in the term pose such a conflict, contact the TA immediately. Please note that to arrange an alternative date or time for an examination scheduled in the formal examination periods (December and April/May), students must complete an Examination Accommodation Form, which can be obtained from Student Client Services, Bennett Student Services Centre or online at http://www.registrar.yorku.ca/pdf/exam_accommodation.pdf (PDF)

Student Conduct
Students and instructors are expected to maintain a professional relationship characterized by
courtesy and mutual respect and to refrain from actions disruptive to such a relationship. Moreover, it is the responsibility of the instructor to maintain an appropriate academic atmosphere in the classroom, and the responsibility of the student to cooperate in that endeavour. Further, the instructor is the best person to decide, in the first instance, whether such an atmosphere is present in the class. A statement of the policy and procedures involving disruptive and/or harassing behaviour by students in academic situations is available on the York website http://www.yorku.ca/univsec/policies/document.php?document=82. Please note that this information is subject to periodic update. For the most current information, please go to the CCAS webpage (see Reports, Initiatives, Documents): http://secretariat.info.yorku.ca/senate/

Additional Information can be found at the following links:

* Alternate Exam and Test Scheduling
* Important University Sessional Dates (you will find classes and exams start/end dates, reading/co-curricular week, add/drop deadlines, holidays, University closings and more.
http://www.registrar.yorku.ca/enrol/dates/index.htm
* Manage my Academic record
http://myacademicrecord.students.yorku.ca/

Many courses utilize Moodle, York University’s course website system. If your course is using Moodle, click here to access it.
Moodle @ York University