COURSE OUTLINE

Course Instructor: Stephanie Karen Radu (sradu2@uwo.ca)

Office: Department of Visual Arts - VAC 240
         John Labatt Visual Arts Centre

Office Hours: Mondays 3:30-4:30 or by appointment

Course Meeting Room: VAC 249

Course Meeting Time: Mondays 5:30pm – 8:30pm

Course Reader: All course readings will be made accessible on the course’s OWL page (https://owl.uwo.ca/portal) along with supplementary readings, class announcements and select lecture material.

Prerequisites: VAH 1040, or permission of the Department

Antirequisites: None

Note: You are responsible for ensuring that you have successfully completed all course prerequisites and that you have not taken an antirequisite course. Lack of prerequisites may not be used as basis of appeal. If you are not eligible for a course, you may be removed from it at any time, and you will receive no adjustment to your fees. These decisions cannot be appealed.

Course Description:

This course traces the historical development of private and public collections of art and material culture, the related rise of museums in Western societies and the more recent growth of concerns for the preservation of heritage sites and artifacts. Specifically, it will study the nature of
collecting and the relationship between collectors and their collections. These topics will bring to light the motivations behind collectors’ decisions to establish public museums around their amassments, to offset the museum’s closed-off, private counterparts and immortalize legacies. Looking to the late-eighteenth and nineteenth centuries it will delve into the ways modernization inspired a taste for the past in the form of heritage and antiquarianism. The course will track the professionalization of heritage studies and the expansion of the concept of heritage in the twentieth and twenty-first centuries. Focusing on course readings from a range of disciplines (i.e. art history, tourism and visitor studies, museology, heritage management and history), it will invite students to consider the roles that heritage sites, collections and museums play in galvanizing or challenging historical narratives as well as national, regional and individual values.

The second half of the course builds upon this historical base. Lecture materials and news articles introduce major dilemmas faced by these sites, institutions and collections following the modern period (including Disneyfication, cultural difference, the representation of conflicted histories, conservation issues and the shift the purported shift to an experience economy). Essentially, the course aims to highlight and address uncertainties and criticisms that have continued to shape cultures of the past in the contemporary age. Weekly units will ask: How are the studies of museums, collections and heritage sites intertwined? How do they treat a shared past differently? In what ways do they represent, skew or reconstruct these pasts using different representational strategies and organizational frameworks? What do museums, collections and heritage sites of today inherit from their modern precedents? How have their functions changed within a postmodern, postcolonial context?

**Course Objectives / Learning Goals:**

- Students will become familiar with the discursive and theoretical vocabularies utilized in debates within the fields of museum studies, art history and heritage studies, and will demonstrate their knowledge of these vocabularies through their deployment in oral presentations as well as in written assignments.
- Students will be able to communicate the importance of their projects through various creative assignments and written works, and will recognize the range of representational modes and styles suited to differing communication opportunities.
- Students will become more aware of the practicalities (policies, financials, institutional limitations, governmental regulations and professional ethics) involved in preserving, displaying and interpreting the past through cultural heritage, museum exhibits and collections.
- Students will develop a sound argument regarding a group of subjects (including collections, museums &/or heritage sites). They will be able to map the relations between these subjects and defend their arguments according to their knowledge of scholarly works.
- Students will have a firmer grasp of the way that the histories of collecting, museums and heritage intersect, and will be aware of where their studies are situated within these
histories. They will understand the limits and opportunities inherent to conducting research within and beyond the frameworks of these histories.

Class Format:

Classes will meet on a weekly basis, throughout the semester, in room VAC 249 of the John Labatt Visual Art Centre. The course is designed as a seminar with both lecture and discussion components.

POLICIES

Attendance: Students are expected to attend all class sessions and to be prepared for and participate in all lectures, discussions and/or critiques. Under University regulations, a student who misses more than 15% of the course hours, without written corroboration for health or bereavement, can be debarred from writing final tests, or participation in final studio evaluations. Note that if a student is consistently absent from a 3-hour class for 1 hour, they will exceed the 15% cut off and can be debarred.

Medical Policy: 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. In these cases, academic accommodation cannot be granted by the instructor or department. When academic accommodation is sought for work worth less than 10% of the total course grade, medical documentation must be submitted and the percentage value of the missed assignment will be compounded with that of the final paper (unless other arrangements are made with the instructor regarding an extension).

For UWO Policy on Accommodation for Medical Illness:

Student Health Services: Rm 11, UCC, 1 519 661 3030. Hours: Monday to Thursday 9:00am-7:00pm, Friday 9:00am to 4:30pm and Saturday 9:00 to 1:00 pm.

Downloadable Student Medical Certificate (SMC): https://studentservices.uwo.ca under the Medical Documentation heading

Students who are in emotional/mental distress should refer to Mental Health@Western http://www.uwo.ca/uwocom/mentalthewalth/ for a complete list of options about how to obtain help.

Communication: Every student is required to check their UWO email regularly. If you do not have Internet access where you live, schedule a regular stop at a public terminal on campus. Important class announcements may be made via OWL therefore it is your responsibility to check the site regularly.

For more information on accessing and troubleshooting the OWL page see:
https://owl.uwo.ca/portal/site/owldocs.
**Statement on Use of Electronic Devices: Cell Phones and Social Network Websites or Messengers:** Cell phones are to be turned off in the classroom and during all examinations. Any use of social networking websites or messenger services is disruptive and will result in a dismissal from class.

**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.

**Building Access:** The John Labatt Visual Arts Centre will be closed at 10:30 pm each night. There will be no after-hour access for undergraduate students. The Centre is open weekends 12:00 noon - 5:00 pm. Students should be prepared to vacate the building promptly at 10:30 pm and 5:00 pm. You must also sign-in with the building monitors when working in the workshop areas outside of regular office hours.

**Plagiarism and Citation:** Plagiarism, which may be defined as “The act or an instance of copying or stealing another’s words or ideas and attributing them as one’s own,” will not be tolerated. (Citation excerpted from Black’s Law Dictionary, 1999, 7th ed., p. 1170). (Refer to the 2012/2013 Western Academic Calendar at http://www.westerncalendar.uwo.ca/2013/pg113.html or the 2013/2014 Western Academic Calendar, p. 19-21, with regards to academic penalties for plagiarism.). Students must write their essays and assignments in their own words. Whenever students take an idea or a passage of text from another author they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. The Department of Visual Arts uses the Chicago style (see OWL resources). Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

**Note on Assignments/Late Assignments:** Students are expected to complete all assignments on time. Failure to complete assignments on time, without prior arrangements with the instructor, may result in a failing grade. With prior discussion, students may hand in late work with a 2% per day deduction from the assignment. Extensions will be given upon official notification from the student’s faculty advisor due to documented serious health and bereavement reasons. Please be advised that when handing in late assignments students are asked to submit the work directly to the Visual Arts office in order to be date stamped. Assignments should not be submitted by sliding them under the instructor’s door as this may result in misplaced assignments. No course assignments will be graded after April 14, 2014.

For information about appeal procedures see: the section on “Academic Rights and Responsibilities” in the Calendar (www.westerncalendar.uwo.ca/) and academic policies through http://www.uwo.ca/univsec/academic_policies/index.html.
**COURSE EVALUATION BREAKDOWN:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Due</th>
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<tbody>
<tr>
<td>Participation</td>
<td>20%</td>
<td>10% Feb. 3 &amp; 10% April 7</td>
</tr>
<tr>
<td>Collection Analysis</td>
<td>20%</td>
<td>Due: Jan. 27</td>
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<tr>
<td>Popplet Presentation</td>
<td>25%</td>
<td>Due: Feb. 24, Mar. 3, Mar. 10</td>
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<tr>
<td>Final Paper</td>
<td>35%</td>
<td>Due: April 7</td>
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<tr>
<td>Total</td>
<td>100%</td>
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**ASSIGNMENT GUIDELINES:**

**Further details about these assignments and their grading rubrics will be discussed in class.**

**Participation**

Twenty percent of the course grade will be based on the students’ presence in class, their level of participation and the quality of engagement in a series of class activities. Students should attend class ready to discuss assigned readings and to engage with the work presented by their classmates. Ten percent of this grade will be handed out in week five (Feb. 3) and the remainder (10% of the 20%) will be available to students at the end of term (April 7).

**Collection Analysis**

Students will select a collection to research and will become familiar with its contents, the reasons for its formation and its collector’s background. They should interrogate the history of the collection or explore how it has been put to use or displayed. It will not be enough to simply detail the contents of the collection. Instead, a critical and analytical stance should be adopted and made clear in the write up of the assignment. Paying attention to the specificities of their case study, students are asked to write a 600-800 word paper that demonstrates their understanding of this material. Students should be aware that this assignment is an exercise in condensing research into a brief exposition. Consideration should be given to the way their research can be formed around a concise written argument. More details about the assignment criteria and evaluation will be communicated during class on week two. Students should be sure to consult the detailed rubric for this assignment online before the submission deadline.

Due: Monday, January 27, 2014

**Popplet Presentation**

**Part I: Popplet**

Students will research a museum for this second assignment. They are to think about its origins and layout as well as its mission and exhibition strategies. The assignment requires that the students consult visitor accounts, scholarly reviews, and official promotional materials. Avoid simply taking stock of all the programs and former exhibitions held at the institution. Consider the cultural environment in which the museum functions and the audiences that it engages. Having developed an understanding of the museum and its history, the student will prepare a popplet page (http://popplet.com/), schematizing their research and arguments. The student is
encouraged to respond to the limitations and capabilities of the popplet format. They may choose to include images, commentary, videos and/or charts. Above all, the page should not simply describe the case study. It should reflect the student’s critical engagement with the case study and should make use of theories and scholarship discussed in class. Popplet allows users to export their popplets as PDFs. Students are responsible for converting their pages into PDFs to be submitted to the course instructor on the date of their presentation. A brief popplet demonstration will be conducted in class on week four.

**Part II: Presentation**

Having designed the popplet page, students will prepare a presentation that efficiently and clearly communicates their ideas. In the eighth, ninth and tenth weeks of class, students will speak for ten minutes about their chosen case study and its relation to course content. At the end of each presentation five minutes will be reserved for questions. Presenters should avoid reading from a script and should be able to speak freely about their research, providing supporting details and answering questions posed by their peers.

**Due:** Monday, February 24, 2014/ Monday, March 3, 2014/ Monday, March 10, 2014

**Note:** Individual presentation dates will be established during the fourth week of class

**Final Paper**

Your final paper (3000-4000 words) is a formally-written presentation of the ideas on a particular case study whether it be a heritage site, collection or museum. The paper should be well-organized and clearly worded with a logical introduction and conclusion. This assignment will be marked based on the student’s ability to engage with the main themes of the course as well as the specificities of their case studies. The paper should focus on the most pertinent arguments and findings from the research conducted over the course of the term. It should include images that add depth to the textual information. It must include a complete bibliography and figures and citations where applicable. Formatting should follow Chicago Manual of Style
(see OWL resources). Feedback generated from your earlier assignments will help you to refine ideas and writing styles in anticipation of this assignment. A marking rubric will be posted on OWL during week five.

Due: Beginning of class on Monday, April 7, 2014

**IMPORTANT DATES – WINTER 2014**

<table>
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<tr>
<th>Date</th>
<th>Event/Comment</th>
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<tr>
<td>January 6 (Monday)</td>
<td>Classes resume.</td>
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<tr>
<td>January 14</td>
<td>Last day to add a second-term half course, or a second-term full course.</td>
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<td>February 17</td>
<td>Family Day.</td>
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<td>February 17-21</td>
<td>Reading Week.</td>
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<td>March 7</td>
<td>Last day to drop a second-term half course without academic penalty.</td>
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<td>March 18-April 8</td>
<td>Course/instructor evaluations for full-year and winter term.</td>
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<tr>
<td>April 8 (Tuesday)</td>
<td>Fall/winter session classes end.</td>
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<td>April 9-10</td>
<td>Study days.</td>
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<td>April 11-30</td>
<td>Final examination period.</td>
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<td>April 18</td>
<td>Good Friday.</td>
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<td>April 20</td>
<td>Easter Sunday.</td>
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*Note: any deadlines that occur on a Sat. or Sun. or statutory holiday will be extended to the next working day.

**IMPORTANT RESOURCES & CONTACTS**

**Visual Arts Department website:** [www.uwo.ca/visarts](http://www.uwo.ca/visarts). You may wish to consult this site for grade descriptors, upcoming events and talks, course information or exam schedules.

**Course Supervisor:** Prof. Bridget Elliott (belliott@uwo.ca)

**Visual Arts Librarian,** D.B. Weldon Librarian: Christy Sich (Tel: 519-661-2111 x 82740; csich@uwo.ca)

One of the most important resources for course counselling, special permissions, course changes, grade appeals, etc., is the **Undergraduate Chair of Visual Arts,** Professor C. Barteet (tel. 519-661-3440; vaugc@uwo.ca). Please note, however, that should you encounter any serious difficulties due to illness, family emergency, etc., you should consult the **Academic Counselor** for your Faculty (Mrs. B. Barratt and Mr. Ben Hakala are the counselors for the Faculty of Arts and Humanities).

**The Student Development Centre** (WSS room 4111; tel: 519-661-3031; [www.sdc.uwo.ca](http://www.sdc.uwo.ca)) offers a wide range of useful services to students including workshops on learning skills, career and employment services, and an effective writing program, amongst many more.

The **D.B. Weldon Library** offers orientation tours from the first week of classes until Thanksgiving, where you will get acquainted with the numerous research resources available. As
well, the University libraries have an extremely useful website where you can search the library system, the databases, view your circulation record, renew materials, access your UWO e-mail account, and much more. Check it out at: www.lib.uwo.ca.

Financial Aid Services is your main source of information for OSAP, bursaries, loans, scholarships, and the work-study program which offer part-time positions on campus for Western students. Tel: 519-661-2100; e-mail, finaid@uwo.ca; or check out their website at http://www.registrar.uwo.ca/student_finances/index.html

Registrarial Services: http://www.registrar.uwo.ca/

Student Support Services: https://studentservices.uwo.ca/

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 shows above average analysis, critical thinking and independent thought. Written claims are supported by ample evidence and the components of the topic are well-researched and presented. The work is addressed in reasonable depth and/or breadth and covers material appropriate to the course. Written analysis is organized around focal points and the development of the argument is easily followed. The writer demonstrates an above average ability to write in an intelligible style and to condense material meaningfully and with a concern for priorities of
that material. Regarding research, a representative selection of secondary sources pertaining to the topic has been consulted and proper citation has been used.

70-74 (Good, B)

The writing shows a satisfactory attempt at analysis and critical thinking. Written claims are supported by reasonable evidence. The work is addressed in some depth and/or breadth, with references to the appropriate literature and course material. Written analysis is organized around focal points. The text is generally well written and well argued. Regarding research, a somewhat limited selection of secondary sources pertaining to the topic has been consulted and proper citation has been used.

60-69 (Competent, C)

The writing demonstrates adequate engagement with the topic. The writing is on topic and is a reasonable response to material covered in the course, but goes no further. Written facts are stated accurately; the quality of writing is sufficiently intelligible with enough elaboration and enough connections made between ideas to permit a reader to understand the point of the text. Regarding research, an insufficient number secondary sources pertaining to the topic has been consulted but proper citation has been used.

50-59 (Marginal, D)

The writing shows less than adequate engagement with the topic and with the material covered by the course. The writing is a less than adequate summary of sources and/or is considerably off-topic. Written facts are stated inaccurately or ambiguously; the writing style is difficult to follow; there is insufficient elaboration to permit reader's comprehension of relations among ideas; little judgment is shown in selecting detail for inclusion in the text. Regarding research, few secondary sources pertaining to the topic have been consulted; proper citation may or may not have been used.

Below 50 (Unacceptable, F)

The writing demonstrates a failure to comprehend the topic. Written material is disorganized and unintelligible. The work clearly does not meet the minimal requirements of the assignment. Regarding research, secondary sources pertaining to the topic have not been consulted and proper citation has not been used.