

# WORLD VIEWS: Creativity and the Artist's Life

John Abbott College, General Education, Humanities/Philosophy/Religion

**PONDERATION:** 3-0-3 (2 credits)

*3 hours of class and 3 hours of homework per week*

Plan accordingly.



**COURSE NUMBER:** 345-102-MQ (sec. 05/06/07)

**SEMESTER:** Winter 2024

**CLASS ROOM & TIME:**

Section 05 Tues.H-422\* and Thurs. HA-002 1-2:30

Section 06 Wed. and Fri. HO-211 1-2:30

Section 07 Wed. and Fri. HO-211 230-4

\*For the active learning classroom (H-422) access to this space is a privilege and we are expected to be good caretakers of the space.

**COMPETENCY:** To apply critical thought processes to World Views (Code 4HUI)

**PREREQUISITE:** none

**TEACHER:** Dr. Meredith Browne

**OFFICE:** HA 105

**PHONE:** 514-457-6610 x5140

**CONTACT:** Teams chat (this is a great option!) MIO or [meredith.browne@johnabbott.qc.ca](mailto:meredith.browne@johnabbott.qc.ca)

Messages checked at least once/day M-F

**WEBSITE:** <https://universeofthearts.weebly.com/>

Check the class website regularly to see all instructions, assignments, and exercises. 😊

**OFFICE HOURS:** Tuesday, Thursday and Friday 11:40-1

**B. INTRODUCTION:** Historically, artists have been deeply implicated in reflecting and reinforcing the established power dynamics of their cultures, but, paradoxically, they have also been at the forefront of the great social movements of their day. Art has certainly been integral to the exercise of religious and state power, but in more recent times it also challenges society's deepest assumptions. This course will explore the roles of art and artists as tools of power and as catalysts for change. Successful students will acquire the tools, vocabulary, and critical thought processes to analyze the geographically and temporally disparate world views evident in artworks. The backbone of the course is a carefully selected group of key images presented in a chronological framework from which we will interpret the functions and meanings of visual art across time and cultures.

**ROLE IN GEN. ED.:** Humanities courses which are concerned with the most basic and general aspects of being "World Views" and "Knowledge" courses together constitute the A-block component of human. These courses provide the background to the B block course on "Ethical Issues."

Role of Integrative Activity [NA] Contributing aspects of the course to the Comprehensive Assessment [N/A]

This course qualifies for certificates in: Women's Studies and Gender Relations; Indigenous Studies; and, Peace and Social Justice Studies. MIO me for further information.

**E. COURSE CONTENT:** It is almost impossible to overstate how much the history of art influences the world around us today. *You will see the things you learn about in this course everywhere.*

Art reflects the values of the cultures that make it. In the earliest times art was made to honour the powerful: kings and gods. It is not until the Renaissance that our idea of the artist as an inspired genius appeared, but even those artists mostly made art for the rich and powerful. As this patronage system breaks down, artists sometimes became more critical of their societies, something that continues until today.

Most art was created to tell stories and to represent the world in a straightforward way. The invention of photography changes this. Once the camera can record the world around us, artists start experimenting with new techniques, resulting in a flurry of art movements in the 19<sup>th</sup> and 20<sup>th</sup> centuries. While many of these experiments are about formal aesthetics (how the art looks), artists also become more and more engaged with the social and political world. We will examine all this in detail, with a special focus on how human beings have represented themselves and others in art.

**C. COURSE OBJECTIVES:** to apply a critical thought process to world views. World views are understandings of reality shared by groups or societies defined or self-defined on the basis of common geography, economic status, gender, sexual orientation, ideology, history, religion, spirituality, political values, psychology, language, culture, (dis)ability, etc.

**Elements or "knowledge objectives"**

1. to describe world views
2. to explain the major ideas, values, and implications of a world view
3. to organize the ideas, values and experiences of a world view into coherent patterns
4. to compare world views

**Performance criteria or "ability objectives"**

- 1.1 accurate description of a society or group with a distinctive world view
- 1.2 appropriate use of terminology relevant to these societies or groups
- 2.1 adequate explanation of the salient components of a world view
- 3.1 coherent organization of ideas about a world view
- 3.2 appropriate expression, including a significant individual written component, of an analysis of the context, importance, and implications of world views
- 4.1 comparative analysis of these world views
- 4.2 appropriate inclusion of central elements, relationships, & organizational principles of the societies or groups in the analysis

**Successful students will...**

- recognize characteristics of contemporary and historical art practices with reference to specific images/artists
- compare world views as expressed through a variety of artistic media in different times and places
- demonstrate an understanding of the role art has played in shaping individual and group identity, both historically and in relation to contemporary culture and their own experience
- conduct library, Internet and visual research outside of class
- show the above in visual, written and oral formats

**D. EVALUATION PLAN:** All assignments will be explained on class website See Tentative Schedule below.

<https://universeofthearts.weebly.com/creativity--the-artists-life.html>

**Research Project 20%**

**Assignments 2x10%=20%**

**(Neolithic Sculpture, Museum Visit)**

**Quiz 20%**

**Activity Completion 20% (for successful completion of learning activities\*)**

**Test 20%**

\*Learning Activities can happen in class, or as homework.

Some examples of learning activities are: bringing in notes prepared for a discussion, writing a response to an activity, trying a hands-on activity in class and posting pictures of the results, reading or listening to a podcast and posting your observations, doing an in-class group activity, doing a practice quiz in class or online, or attending events. Many of these things are time sensitive, so they need to be done when they are assigned.

\*Field Trips: One assignment is based on a field trip. Entrance to the museum is free for under 21 years old and on the first Sunday of the month. If you are older, ask me and I can help.

\*Tests will be held during class (not during the exam period). Tests not be rescheduled for students who miss them due to undocumented absences.

**Software/course management platforms used:** This course will primarily use our class website as a central home for instructions, schedule of upcoming activities, archived notes and presentations. <https://universeofthearts.weebly.com/> We will also use **LÉA** (communication and gradebook) and **Teams** (communication and submission of written work). **Padlet** will be used as a sharing and discussion space. Other software such as **Kahoot**, **Wooclap**, **Canva**, etc. may also be used for pedagogical enrichment.

**Rules for tools.** Any work you submit will be assumed to have been entirely created by you, unless otherwise stated. Failure to acknowledge the tools you use is a breach of academic integrity. Make sure you verify the parameters of each assignment (what tools are allowed). To maintain academic integrity you need to disclose your sources through proper citations and what tools you used in the assignment's creation, including AI tools like **ChaptGPT**, **Quillbot**, etc. and how you employed them. *\*See full guidelines below.*

**Final Evaluation Composition:** 60% Based on the Research and the Tests

The Research Assignment 20% and the Tests 2x20% allow students to demonstrate the achievement of the competencies and the competency elements attached to the course.

Tests address *objectives 1-4 and 1.1, 1.2, 2.1, 3.1, 3.2, 4.1, 4.2*

Short Assignments address 2, 4, 1.1, 1.2, 2.1, 3.2, 4.1 and 4.2

Research project addresses 1.1, 3.2, 4.2

Activity completion addresses 1, 2, 4, 1.2, 3.1 and 3.2

**LATE POLICY:** Unless otherwise noted, assignments are due at the beginning of class and late assignments will be penalized 10% per day (with weekends counting as one day). Work that is submitted late, incomplete or in the wrong format/place will lose grading priority.

**F. REQUIRED TEXT and COURSE COSTS:** *The Annotated Mona Lisa* (third edition) is available from bookstore for \$40. Look around for second hand copies. Any edition is fine. There is a \$10 course fee for materials to be used in group activities. There are some minor costs for materials, so set aside a few dollars for a couple of bus tickets and a bar of soap.)

**G. BIBLIOGRAPHY:** Readings are from *The Annotated Mona Lisa* and articles found our research.

**H. TEACHING METHODS:** Lectures, class and group discussion, videos, slideshows, independent research, written and oral assignments, individual and group activities, and hands-on activities. The hands-on element is designed to provide practical as well as theoretical understanding of how images and objects are made. There will also be an assignment which involves visiting a museum (which is free). The activities in this course require neither previous experience nor special equipment. There is a class website with all assignments and other course materials. Check it regularly: <https://universeofthearts.weebly.com/creativity--the-artists-life.html>

### **I. DEPARTMENTAL POLICIES:**

**Attendance:** The College expects students to attend all class sessions. Attendance plays a critical role in their academic success and attainment of competencies. While grades are based on the demonstration of competencies and not directly on attendance, excessive absences may have consequences affecting the final course grade, including possible failure.

Students' regular, active presence is an integral part of understanding and mastering competencies in Humanities courses. If you cannot attend class, it is your responsibility to catch up on the material you missed.

**Classroom Behaviour:** To maintain a good learning environment for all concerned, certain conditions must be maintained: You are expected to arrive on time and remain for the duration. If you wish to speak, raise your hand and wait to be acknowledged. You are expected not only to be present, but to contribute to the discussion in a variety of ways including individually and in groups.

To take full advantage of the fact that we have in-person classes, we will not be using individual screens unless they are integral to a specific activity. Turn off your phones. Students who use their phones during class time will be asked to leave and counted absent.

Disruptive behaviour in class will not be tolerated. Offending students will be asked to leave class and be counted as absent. See the Online Civility and Student Code of Conduct document for further details.

### **J. College Policies**

*Policy No. 7 – IPESA, Institutional Policy on the Evaluation of Student Achievement*

<http://johnabbott.qc.ca/ipesa>

#### **Changes to Evaluation Plan in Course Outline (Article 5.3)**

Changes require documented unanimous consent from regularly attending students and approval by the department and the program dean.

#### **Religious Holidays (Article 3.2.13 and 4.1.6)**

Students who wish to observe religious holidays must inform their teacher of their intent, in writing, within the first two weeks of the semester.

#### **Student Rights and Responsibilities (Article 3.2.18)**

It is the responsibility of students to keep all assessed material returned to them in the event of a grade review.

The deadline for a Grade Review is four weeks after the start of the next regular semester. (Article 3.3.6)

Students have the right to receive graded evaluations, for regular day division courses, within three weeks after the due date or exam/test date, except in extenuating circumstances. A maximum of three (3) weeks may apply in certain circumstances (ex. major essays) if approved by the department and stated on the course outline. For evaluations at the end of the semester/course, the results must be given to the student by the grade submission deadline. *Where applicable:* for intensive courses (i.e. intersession, abridged courses), timely feedback must be adjusted accordingly.

#### **Academic Procedure: Academic Integrity, Cheating and Plagiarism (Article 9.1 & 9.2)**

Cheating and plagiarism are unacceptable at John Abbott College. They represent infractions against academic integrity. Students are expected to conduct themselves accordingly and be responsible for all of their actions.

### **College definition of Cheating**

Cheating means any dishonest or deceptive practice relative to examinations, tests, quizzes, lab assignments, research papers or other forms of evaluation tasks. Cheating includes, but is not restricted to, making use of or being in possession of unauthorized material or devices and/or obtaining or providing unauthorized assistance in writing examinations, papers or any other evaluation task and submitting the same work in more than one course without the teacher's permission. It is incumbent upon the department through the teacher to ensure students are forewarned about unauthorized material, devices or practices that are not permitted.

### **College definition of Plagiarism**

Plagiarism is a form of cheating. It includes copying or paraphrasing (expressing the ideas of someone else in one's own words), of another person's work or the use of another person's work or ideas without acknowledgement of its source. Plagiarism can be from any source including books, magazines, electronic or photographic media or another student's paper or work.

### **THERE ARE SERIOUS PENALTIES INCLUDING FAILURE FOR SUBMITTING WORK WHICH IS NOT YOUR OWN.**

- **For PowerPoint on Cheating & Plagiarism** refer to the JAC Portal: My JAC Communities / Academic Council / Curriculum Validation Committee (CVC) / Course Outlines – Reference Documents / Academic Integrity.
- **For link to interactive tutorial on how to cite sources correctly:** <http://citeit.ccdmd.qc.ca>

### **\*Guidelines for AI Usage (Generated using ChatGPT, edited by me)**

In order to ensure ethical and transparent use of Artificial Intelligence (AI) in college assignments, it is imperative for students to adhere to the following guidelines:

**Acknowledge AI Usage:** When incorporating AI tools in your assignments, clearly acknowledge their utilization and provide proper citations. This demonstrates integrity and acknowledges the contributions of the AI technology used.

**Transparent Documentation:** Clearly document the AI methods employed in your assignments. Describe the steps taken to implement the AI system and outline the specific techniques and parameters utilized. This documentation fosters transparency and allows others to understand and validate your work.

**Proper Citation and Credit:** Ensure proper citation and credit for AI tools used in your assignments. Adhere to academic integrity standards by recognizing the intellectual property rights and contributions of others.

Scrutinize the validity, reliability, and limitations of the AI systems employed. Engage in thoughtful analysis to ensure that AI enhances the quality and credibility of your work. By following this directive, students can uphold ethical standards, maintain transparency, and promote responsible use of AI technology in their college assignments.

### **Work Cited**

"Directive on Ethical and Transparent Use of AI in College Assignments | Make this text more concise by 20%." prompt. *ChatGPT*, 3.5, OpenAI, 13 June. 2023, chat.openai.com/chat

### **Land Acknowledgement:**

*At John Abbott College we acknowledge that we are on unceded Indigenous lands of the traditional territory of both the Kanien'kehá:ka, "Mohawk," and the Anishinabeg, "Algonquin," peoples.*

*We are grateful for the opportunity to gather here and we thank the many generations of people who have taken care of this land and these waters. Tiohtiá:ke, Montreal, is historically known as a gathering place for diverse First Nations; thus, we recognize and deeply appreciate the historic and ongoing Indigenous connections to and presence on these lands and waters. We also recognize the contributions Métis, Inuit, and other Indigenous peoples have made in shaping and strengthening our communities.*

*Together, as a diverse college community, we commit to building a sincere relationship with Indigenous peoples based on respect, dignity, trust, and cooperation, in the process of advancing truth and reconciliation.*

# TENTATIVE CLASS SCHEDULE

\*Note: page numbers are for the third edition. Adjust for your edition.

	TOPIC	READINGS	ASSIGNMENTS/ACTIVITIES
1. Week of Jan. 22	<b>Introduction</b> The Beginnings	Prehistory Vandewettering article	Dear Dr. Browne <b>10% Paleo assigned</b>
2. Week of Jan. 29	<b>Neolithic Cultures</b>	Mesopotamia Egypt (2-11)	<b>10% Paleo due</b> Podcast Review Activity
3. Week of Feb. 5	<b>Classical World</b> computer lab	Greece and Rome (12-23)	<b>RESEARCH 20% assigned</b> Finding and Using Sources Greek Ideals Activity <b>Museum 10% Assigned</b>
<i>February is Museum Month! Group visits to MMFA TBA or go on your own time!</i>			
4. Week of Feb. 12	<b>Catch up and Review</b>		bring in notes from sources
5. Week of Feb. 19	<b>Middle Ages</b>	Middle Ages (24-29)	Focus on Mary activity <b>RESEARCH due 20%</b>
6. Week of Feb. 26	<b>Renaissance &amp; Baroque</b>	Renaissance (30-45) Baroque (46-65)	watch <i>Caravaggio</i>
7. Week of March 4	<b>Reading Week</b>		<b>Museum 10% due March 11</b>
8. Week of March 11	<b>Review and Test</b>		<b>Test 20%</b>
9. Week of March 18	<b>Nineteenth Century</b>	Neoclassicism, etc. (66-88)	Romanticism Activity
10. Week of March 25 College Closed on Friday	<b>Photography</b>	Photography (92-94)	
11. Week of April 1 College Closed Monday, Tuesday is a "Monday" schedule	<b>Photography</b>	Photography (152-3, 184-186)	Photography Activity
12. Week of April 8	<b>"-isms"</b>	Impressionism, etc. (96-194)	Mini-Museum Activity
13. Week of April 15	<b>Contemporary Art</b>	195-end	
14. Week of April 22	<b>Contemporary Art</b>		
15. Week of April 29	<b>Contemporary Art and Review</b>		
16. Week of May 6	<b>Review and Test</b>		<b>TEST (20%)</b>