

The Author, the Artist and the Other

A. 1. General Education

2. **TITLE:** Ethical Issues

SUBTITLE: The Author, the Artist and the Other

3. **COURSE NO.:** 345-215-AB sec. 01

4. **SEMESTER:** Winter 2017

5. **CLASS TIME & ROOM:** T/Th 230-4 HO-105

6. **PONDERATION:** 3-0-3

7. **CREDITS:** 2 credits

8. **COMPETENCY:** apply critical thought process to ethical issues relevant to field 4HUP

9. **PREREQUISITES:** 345-101-MQ & 345-102-MQ

10. Winter 2018

11. **INSTRUCTOR:** Dr. Meredith Browne

12. **OFFICE:** HA 105

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13. **OFFICE HOURS:** T/Th 1-230 and F 1130-1230

B. INTRODUCTION:

1. The Liberal Arts program emphasizes the achievements of Western society. The world view of the West as exemplified in works from the artistic and literary canons are central to your learning experience. This course will interrogate the institution of the canon, as well as the ethical implications of the world view of the West, especially in relation to the way that internal and external others have been depicted. Special emphasis will be placed on both the role of visual representation in the definition of the other and, conversely, contemporary visual art practice as a site of resistance and reinvention. We will also be examining the tensions between populist goals of the mid-20th century originators of the project of reading the Great Books and the perception of a Liberal Arts education as being inherently elitist.

2. **ROLE IN GENERAL EDUCATION:** “Ethical Issues” courses are B block courses. They build upon the A Block courses “World Views” and “Knowledge” and address ethical issues relevant to the field of study. This course completes the critical thinking skills in General Education courses with the introduction of the notions of criteria for the application of value judgments.

5. This course qualifies for certificates: Women’s Studies and Gender Relations, Aboriginal Studies and Peace and Social Justice.

C. OBJECTIVES:

1. To apply a critical thought process to ethical issues relevant to the field of study. To use appropriate models and frameworks with which to analyze and interpret the West's role and values. Ethical issues are understood to be questions of social and moral significance approached from a perspective that examines questions of valuing and the notions of good and bad. This set of courses is not meant to be an introduction to ethical codes but to allow students to examine important questions of human morality as they relate to their respective fields of study and to apply an authentic critical thought process to the resolution of these issues. *In Humanities courses the evaluation of all competencies, performance criteria, and knowledge and ability objectives is integrated into all assignments, tests, essays, and research papers; however, competencies related to revision and editing are usually only evaluated in longer pieces of written work.*

Elements or "knowledge objectives"

1. to situate significant ethical issues in appropriate world views and fields of knowledge
2. to explain the major ideas, values, and social implications of ethical issues
3. to organize the ethical questions and their implications into coherent patterns
4. to debate ethical issues

Performance criteria or "ability objectives"

- 1.1 Accurate recognition of the basic elements of ethical issues
- 1.2 Appropriate use of relevant terminology
- 1.3 Adequate identification of the main linkages with world views and fields of knowledge
- 2.1 Adequate description of the salient components of the issues
- 3.1 Coherent organization of the ethical questions and their implications
- 3.2 Appropriate expression, including a significant individual written component, of an analysis of the context, importance, and implications of the issues
- 4.1 Adequate development of substantiated argumentation including context and diverse points of view
- 4.2 Clear articulation of an individual point of view
- 4.3 Appropriate use of revision strategies
- 4.4 Appropriate correction of form and content

D. EVALUATION PLAN:

The tentative timetable for these assignments is attached.

- 1) Test One 20%
- 2) Essay 20%
- 3) Short Assignments* 40% (ongoing)
- 4) Test Two 20%

*There will be a variety of kinds of short (5 or 10 percent) assignments. Examples of possible assignments: a short paper, a learning journal, a précis, a creative visual presentation, a quiz, or a short presentation.

Tests and quizzes will not be rescheduled for students who miss them because of undocumented (i.e. doctor's note) absences. Late assignments will be penalized. See Section I below.

Assessment tasks - Evaluation plan linkages to:	Ministerial Elements (knowledge obj.)	Performance Criteria (ability obj.)
Final Test (20%)—Summative	1, 2, 3, 4	1.1, 1.2, 1.3, 2.1, 3.1, 4.1
Essay (20%)—Summative	1, 2, 3, 4	1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 4.1, 4.2, 4.3, 4.4
Short Assignments (40%) (not all objectives addressed in all assignments)	1, 2, 3, 4	1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 4.1, 4.2, 4.3, 4.4
Test One (20%)	1, 2, 3, 4	1.1, 1.2, 1.3, 2.1, 3.1, 4.1, 4.2

E. CONTENT: See Introduction

F. 1. REQUIRED TEXTS and 2. COURSE COSTS: A course pack is available at the bookstore. \$25. There will also be a field trips museums. In one case we are asked to make a \$2-5 donation. Museums are accessible by public transit so budget for a round trip if you don't have a pass.

G. BIBLIOGRAPHY: See list of readings on timetable below.

H. METHODS: This course will consist of classroom lectures, field trips, group activities, discussion, presentations, videos, and visual presentations. There is a class website which will have information about all homework and assignments. Make sure you check it on a regular basis.

I. DEPARTMENTAL AND CLASS POLICIES:

1a. Attendance: Students' regular, active presence is vital to success in the course. Since attendance is an integral part of understanding and mastering competencies in Humanities, Philosophy, and Religion courses, students who miss more than 20% of class time can fail unless there are legitimate reasons.

1b Late Arrival: Disrupting the class by arriving late is not acceptable. Classes will begin on time. Please plan accordingly. Students arriving late may find themselves not admitted to class or marked absent.

2. Late Assignments: Assignments must be printed out and submitted *at the beginning* of class unless stated otherwise. Late assignments will be penalized at 10% per day unless stated otherwise. Homework assignments which are preparation for class are not accepted late.

3. Technology: Use of cell phones or other devices is not allowed. They should be turned off for the 80 minutes we are in class. Laptops are only permitted for certain course-related activities. Offending students will be asked to leave class and be counted as absent.

4. Classroom Behaviour: To maintain a good learning environment, certain conditions must be maintained: The classes start on time and last 80 minutes. 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. Avoid interrupting others when they are speaking.

Disruptive behaviour in class will not be tolerated. Some behaviours which are not acceptable are arriving late or leaving during discussions, lectures, etc., sleeping, texting, or talking while the teacher or another student has the floor. Offending students may be asked to leave class and be counted as absent.

5. Returning of Graded work: (Article 3.3, item 7): Students have the right to receive the results of evaluation, for regular day division courses, within two weeks. 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 will be adjusted accordingly. It may take up to three weeks before major assessments in Humanities, Philosophy and Religion are graded and returned to students.

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 two 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 must 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.

For link to interactive tutorial on how to cite sources correctly: <http://citeit.ccdmd.qc.ca>

As a fourth semester student you are expected to understand and use proper citation procedures. If you do not understand, it is your responsibility to inform yourself on how to quote, paraphrase and cite material from outside sources.

TENTATIVE SCHEDULE WITH READINGS AND DEADLINES

Jan. 16/18 Masterpieces and Great Works

Selections from Vasari's *Lives of the Most Eminent Painters*

<https://archive.org/details/livesofmostemine04vasauoft>

Jan. 23/25 Women and the Canon

Nochlin, Linda. "Why Have There Been No Great Woman Artists." *Women, Art and Power and Other Essays*. Boulder: Westview Press, 1988: 147-158.

<http://www.miracosta.edu/home/gfloren/nochlin.htm>

Stephen Leacock. "The Woman Question." *The Social Criticism of Stephen Leacock*. ed. Alan Bowker. Toronto: University of Toronto Press, 1973: 51-60.

Jan. 30/Feb. 1 Defining the Canon

Solomon-Godeau, Abigail. "Canon Fodder: Authoring Eugene Atget." *Photography at the Dock: Essays on Photographic History, Institutions and Practices*. Minneapolis: University of Minnesota Press, 1991.

Let's Go See Something! FIELD TRIP!

Feb. 6/8 The Great Books: A Good Idea?

Hutchins, Robert M. "The Great Conversation." *Great Books of the Western World*. Eds. Robert M. Hutchins and Mortimer J. Adler. London: Encyclopædia Britannica, Inc., 1952: 46-73.

Feb. 13/15

Hutchins, Robert M. "A Letter to the Reader." *Gateway to the Great Books*. Eds. Robert M. Hutchins and Mortimer J. Adler. London: Encyclopædia Britannica, Inc., 1963: 74-82.

Feb. 20/22 Essay due February 23

Wainaina, Binyavanga. "How to Write About Africa." *Granta* 92 (Winter 2005). Online.

<http://www.granta.com/Magazine/92/How-to-Write-about-Africa/Page-1>

Feb. 27/Mar. 1 Representations of the Other in High Art

Leppert, Richard. "Others' Bodies: Race and Class." *Art and the Committed Eye: The Cultural Functions of Imagery*. Boulder, CO: Westview, 1996: 173-210.

Mar. 5-9.....READING WEEK.....

Mar. 13/15 First Test and Representations of the Other in Science and Visual Culture

Fausto-Sterling, Anne. "Gender, Race, and Nation: The Comparative Anatomy of 'Hottentot' Women in Europe, 1815–1817." *Deviant Bodies: Critical Perspectives on Difference in Science and Popular Culture*. Eds. Jennifer Terry and Jacqueline Urla. Bloomington: Indiana University Press, 1995: 19-48.

Elks, Martin. "Clinical Photographs." *Picturing Disability: Beggar, Freak, Citizen and Other Photographic Rhetoric*. Ed. Robert Bogdan. Syracuse: Syracuse UP, 2012. 76-98.

May 1/3 **Catch up and review and Final Test**