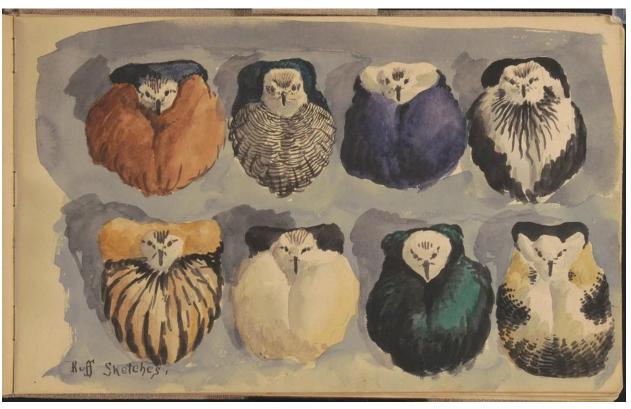Department of Visual Arts 2023/24
Course Outline

VISA/IASC 1Q98 (Section 1, D3)
Course Format: Online, synchronous
Tuesdays/Thursdays, 3-4:30 Via Microsoft Teams



Louis Agassiz Fuertes, *Ruff Sketches* (c.1895, watercolour on paper)
Image Source: Cornell University Library – Laboratory of Ornithology Gallery of Bird and Wildlife Art
Public Domain/Open Access

Professor: Dr. Keri Cronin (keri.cronin@brocku.ca)
Meeting Booking Page: https://calendar.app.google/9GhhQpzUuML9GP39A
*Note: if there are no available appointment times that suit your schedule, please send me an email and we can try to find an alternate appointment time.

Teaching Assistants:
- Ian Ball (iball@brocku.ca)
- Sarah Martin (smartin6@brocku.ca)
- Sophia Strachan (sstrachan@brocku.ca)

## Course Description

We live in a visual world, but are we visually literate? We are surrounded by images every day, but do we understand how they make meaning in our world?

The study of visual culture has implications for virtually every other field of study. Some of the many questions that scholars of visual culture focus on include: How is scientific knowledge conveyed? Why are some images collected by museums while others are not? How do graphic design firms create eye-catching advertisements? What can images made in a different time period tell us about history? How does technology shape the way an image looks? How do activists use imagery to fight for social justice and political change? How does social media change the ways in which we engage with imagery? What is our expectation of "truth" when it comes to images accompanying news stories and documentary films? How does technology shape the way an image looks and how it is understood? How is information conveyed through graphs, charts, and illustrations? How can picture books help children learn?

This course introduces students to some core theories and concepts relating to the study of visual culture. We will draw upon a wide range of examples to explore these concepts and think about the ways in which visual culture interacts with and informs social, cultural, political, and economic aspects of human society.

Through this course you will develop the tools and skills to think deeply about visual culture. We will interrogate images and think about how they work in the world. We will build up critical thinking and communication skills so that we can go beyond surface-level engagement with images.

In this course we will also be developing and practising critical skills for success in university-level courses and beyond.

## Course Objectives

- to introduce students to tools, theories, and critical thinking strategies relating to the study of visual culture
- to give students the opportunity to gain experience in contextual and visual analysis of images
- to give students the opportunity to apply theories and frameworks of visual culture to examples of their choosing
- to give students opportunities to communicate ideas and understandings about visual culture in a number of different ways

- to give students active learning opportunities to help them understand how images create, shape, and challenge meaning in our world
- to provide students the opportunity to develop introductory academic, research, reading, and writing skills relevant to subjects in the Humanities

## Course Resources

- Brightspace: Brightspace is the Learning Management System (or LMS) for Brock. If your courses have a Brightspace page (most of them do), you will be able to access them through this link: https://brightspace.brocku.ca/d2l/home You will find course resources and important information about VISA/IASC 1Q98 in our course Brightspace page and it is important that you check it regularly.

- Course Textbook: our textbook for VISA/IASC 1Q98 is an Open Educational Resource (or OER) written by Keri Cronin and Hannah Dobbie called *Look Closely: A Critical Introduction to Visual Culture*. It is online and it is free. This textbook is a blend of readings, audio/video files, and activities to be completed.

- Library Resources: the Brock University Library will be an important resource for you as you work on your projects for this course.

- Microsoft Teams: as part of the Brock community, students have access to Office 365. Microsoft Teams, a video meeting platform similar to Zoom, is part of this. Our classes will use Microsoft Teams and unless otherwise specified meetings with members of the VISA/IASC 1Q98 teaching team will take place on Teams.

## What To Expect In VISA/IASC 1Q98

- This is a course in which we build up a toolbox of critical thinking, research, writing, and communication skills so that we are better equipped to make sense of a world in which we are surrounded by images.

- This is a course where active learning and participation is expected. If you are looking for a course in which you passively attend lectures and repeat content back on an exam, this is not the course for you.

- This is a course in which you decide your own grade. (No, this isn't a trick or a typo! More on this below.)

- This course is not a traditional art history course. There is no memorization required. There are no long lists of "important masterpieces" to know.

- Everyone is welcome in this class. Some of you might have a strong background in the arts, some of you might be from other programs or disciplines and are feeling a bit intimidated to take this class. These varied backgrounds, interests, life experiences, and points of view will help build a dynamic and engaging learning community. As noted above, the study of visual culture is relevant across disciplines. You are encouraged to find ways to connect concepts from this course to your own field of study.

- This is an introductory course. It will be taught at an introductory level, meaning the teaching team assumes no prior knowledge of course material. If you are an upper year student, you are very welcome in this course but you may find some of the content familiar.

This Course Is:
- An invitation to think differently and deeply about our relationships with images.

- A chance to develop critical thinking and academic skills through practice and sharing ideas.

- An opportunity to apply course content to topics and images that hold meaning for you.

This Course Is Not:
- A run through of the "greatest hits" of art history. In this course we push beyond art appreciation and instead work on developing critical thinking, research, and communication skills.

- One in which you can succeed if you are not actively participating and keeping up with the work. If you want to do well in this class, you need to be an active learner and participate in class activities and projects throughout the term.

## Specifications Grading

A system of assessment known as "specifications grading" will be used in this course. Simply put, each student decides the final grade they will receive in this course based on the number of projects they satisfactorily complete.

Traditional grading systems can create an environment where the emphasis is on grades, not on learning. In this course our goal is to ensure that each student can navigate a learning plan that best matches their individual goals.

The number of assignments you satisfactorily complete will determine the base grade you receive in this course. In addition, students can earn an additional 1% for each journaling exercise they satisfactorily complete.

**base grade + number of journal entries satisfactorily completed = final grade**

All assignments submitted in this course will be given one of two assessments: *satisfactory* or *unsatisfactory*. The appendix at the end of this course outline lists the requirements for these assignments, including what constitutes "satisfactory" for each assignment.

In the gradebook you will see the following notations:

> S: Satisfactory
> U: Unsatisfactory
> N/A: Not Attempted

In most cases, if a submitted assignment is deemed "unsatisfactory," a student may resubmit it. No resubmissions will be permitted for the Ethical Explorations in Visual Culture assignment nor for the journaling prompts. Please contact your professor to discuss resubmission of all other assignments.

## Assignments and Course Requirements

There are three <u>mandatory assignments</u> that must be completed in order to pass this course. These mandatory assignments are:

- Visual Analysis (due January 30th)
- Contextual Analysis (due February 13th)
- Assessing Your Own Archive (due April 4th)

If you satisfactorily complete the three assignments listed above you will receive a base grade of 50% in this course.

In addition, there are other assignments students can choose to complete in order to receive a base grade that is higher than 50%. These assignments are:

- Visual Culture in Your World 1 (due February 27th)
- Visual Culture in Your World 2 (due March 28th)
- Creative Reflection (proposal due February 8th, Project due March 21st)

- Ethical Explorations in Visual Culture
(statement of intent due February 15th, annotated bibliography due March 14th, meeting with member of teaching team to discuss research by April 4th)

If you satisfactorily complete all assignments listed below for a given letter grade category, you will earn the base grade for that category.

| D (base grade 50%) | C (base grade 60%) | B (base grade 70%) | A (base grade 80%) | A+ (base grade 90%) |
|---|---|---|---|---|
| The following assignments need to be completed satisfactorily:<br><br>Visual Analysis Assignment<br><br>Contextual Analysis Assignment<br><br>Assessing Your Own Archive Assignment | The following assignments need to be completed satisfactorily:<br><br>Visual Analysis Assignment<br><br>Contextual Analysis Assignment<br><br>Assessing Your Own Archive Assignment<br><br>And <u>one</u> of the following assignments:<br><br>Visual Culture in Your World 1<br><br>Visual Culture in Your World 2<br><br>Creative Reflection | The following assignments need to be completed satisfactorily:<br><br>Visual Analysis Assignment<br><br>Contextual Analysis Assignment<br><br>Assessing Your Own Archive Assignment<br><br>And <u>two</u> of the following assignments<br><br>Visual Culture in Your World 1<br><br>Visual Culture in Your World 2<br><br>Creative Reflection | The following assignments need to be completed satisfactorily:<br><br>Visual Analysis Assignment<br><br>Contextual Analysis Assignment<br><br>Assessing Your Own Archive Assignment<br><br>Visual Culture in Your World 1<br><br>Visual Culture in Your World 2<br><br>Creative Reflection | The following assignments need to be completed satisfactorily:<br><br>Visual Analysis Assignment<br><br>Contextual Analysis Assignment<br><br>Assessing Your Own Archive Assignment<br><br>Visual Culture in Your World 1<br><br>Visual Culture in Your World 2<br><br>Creative Reflection<br><br>Ethical Explorations in Visual Culture |

*Note: if you are a Visual Arts major, you will need a minimum of a 60% in this course as many upper year courses in your program require this as a prerequisite. Please keep this in mind and plan accordingly.

In addition to the base grades, students can earn an additional 1% per journal prompt satisfactorily completed. This may not sound like much, but if you satisfactorily complete all 10 journaling exercises, you would move up one full letter grade from the base grade achieved through the assignments.

Journal prompts will be posted on Brightspace in weeks 2-11 according to the following schedule

- Journal Prompt #1: posted on January 16th, due January 21st
- Journal Prompt #2: posted on January 23rd, due January 28th
- Journal Prompt #3: posted on January 30th, due February 4th
- Journal Prompt #4: posted on February 6th, due February 11th
- Journal Prompt #5: posted on February 13th, due February 18th
- Journal Prompt #6: posted on February 27th, due March 3rd
- Journal Prompt #7: posted on March 5th, due March 10th
- Journal Prompt #8: posted on March 12th, due March 17th
- Journal Prompt #9: posted on March 19th, due March 24th
- Journal Prompt #10: posted on March 26th, due March 31st

In order to be considered "satisfactory" a response to the journaling prompt must:

- be clearly written
  - *note: clear doesn't mean "perfect." You should strive for <u>conversational legibility</u>. In other words, this is not the place for overly formal or academic writing. Let your own voice come through!
- be on topic and respond to the specific prompt
- include specific examples
- be at least 2 paragraphs in length

## Schedule

*All of our class meetings take place online via Microsoft Teams. Lessons are a blend of working through core concepts in visual culture through specific examples, active learning, writing exercises, discussions, and skill-building activities.

*In order to get the most out of this class, students should familiarise themselves with the readings associated with each week prior to the first class meeting of that week. We

will be working with the content in the readings during our class meeting, and if you are not familiar with it prior to class you may find yourself feeling confused and overwhelmed. This does not mean you need to have the readings memorised or feel you understand all of the concepts fully. Bring your questions to class! However, if you haven't looked at the reading at all before the class meeting you may find yourself quickly feeling "lost."

*Assignments marked with two stars (**) are mandatory. They must be completed to pass this course.

*Assignments marked with one star (*) are required for grades above 50% in accordance with the chart above. Students will decide which ones they wish to complete based on what grade they wish to achieve in this course.

**Week 1 (January 9 and 11): Course Introduction**
Readings from *Look Closely: An Introduction to Visual Culture*:
- "Introduction"
- "On The Importance of Writing"
- "Working With Images"

**Week 2 (January 16 and 18): What Is Visual Culture?**
*Journal prompt #1 posted January 16th, due January 21st
Reading from *Look Closely: An Introduction to Visual Culture*: "What Is Visual Culture?"

**Week 3 (January 23 and 25): Visual And Contextual Analysis**
*Journal prompt #2 posted January 23rd, due January 28th
Reading from *Look Closely: An Introduction to Visual Culture*: "Visual and Contextual Analysis"

**Week 4 (January 30 and Feb 11): "The Myth of Photographic Truth"**
**visual analysis assignment due January 30
*Journal prompt #3 posted January 30th, due February 4th
Reading from *Look Closely: An Introduction to Visual Culture*: "Visual Technologies and the Complexity of Truth"

**Week 5 (February 6 and 8): Value and "The Aura"**
*creative project proposal due February 8
*Journal prompt #4 posted February 6th, due February 11th
Reading from *Look Closely: An Introduction to Visual Culture*: "But What Does It Mean?" (up to the section titled "Why Did She Take These Pictures?")

**Week 6 (February 13 and 15): Value and "The Aura"**
**contextual analysis assignment due February 13
*declare intention to do Ethical Explorations assignment by February 15th
*Journal prompt #5 posted February 13th, due February 18th
Reading from *Look Closely: An Introduction to Visual Culture*: "But What Does It Mean?" (from the section titled "Why Did She Take These Pictures? to the end of the chapter")

**\*\*February 19-23: Winter Reading Week Break\*\***

**Week 7 (February 27 and 29): "The Gaze"**
*Visual Culture in Your World #1 due February 27th
*Journal prompt #6 posted February 27th, due March 3rd
Reading from *Look Closely: An Introduction to Visual Culture*: "Representing Ourselves, Representing Others" (up to the section titled "The Gaze")

**Week 8 (March 5 and 7): "The Gaze"**
*Journal prompt #7 posted March 5th, due March 10th
Reading from *Look Closely: An Introduction to Visual Culture*: "Representing Ourselves, Representing Others" (from the section titled "The Gaze" to the end of the chapter)

**Week 9 (March 12 and 14): Visuality/Countervisuality**
*annotated bibliography for Ethical Explorations assignment due March 14th
*Journal prompt #8 posted March 12th, due March 17th
Reading from *Look Closely: An Introduction to Visual Culture*: "Power and Resistance" (up to the section titled "Public Monuments")

**Week 10 (March 19 and 21): Visuality/Countervisuality**
*Creative Response due March 21
*Journal prompt #9 posted March 19th, due March 24th
Reading from *Look Closely: An Introduction to Visual Culture*: "Power and Resistance" (from the section titled "Public Monuments" to the end of the chapter)

**Week 11 (March 26 and 28): The Visual Culture of Consumerism and Fashion**
*Visual Culture in Your World #2 due March 28th
*Journal prompt #10 posted March 26th, due March 31st

Reading from *Look Closely: An Introduction to Visual Culture*: "The Visual Culture of Consumerism and Fashion"

**Week 12 (April 2 and 4): Visual Culture and the Environment**
**assessing your own archive due April 4
*April 4th is the last day to book a meeting re: Ethical Explorations
Reading from *Look Closely: An Introduction to Visual Culture*: "Visual Culture and the Environment"

## Teaching and Learning During a Pandemic

The COVID-19 pandemic has turned our world upside down in many ways. It continues to be a stressful and uncertain time, and your teaching team for VISA/IASC 1Q98 understands this. Everyone involved in this course (students and members of the teaching team) will have different things they need to negotiate with respect to COVID-19. Some people may be immunocompromised or become ill, some may be caring for loved ones who are ill.

As we have learned, the situation with COVID-19 can change rapidly. To stay up to date with Brock University's COVID-19 policies and responses, please see the Coronavirus Information Page.

It is important to take care of yourself. If you are feeling unwell, please rest and, if necessary, seek medical attention. If you are feeling stressed out, it is ok to take breaks. If you are sick, please take care of yourself. If you fall behind due to illness, please contact your professor to discuss a plan for your continued success in this course.

Your VISA/IASC 1Q98 teaching team recognizes the need for kindness, compassion, and flexibility this term. We are all going through a lot, and we are all in this together. Let's work together to create a supportive community of scholars in VISA/IASC 1Q98.

## Course Policies

### Artificial Intelligence Software

Artificial Intelligence and Natural Language Processing tools such as Chat GPT are not banned in this class. You may use these tools as long as you disclose this fact. But do be aware that other courses/professors might have different policies!

Each assignment in this class requires a statement about your use of AI tools. If you use this type of software, you need to disclose it. Each individual assignment has more detail about how to do this. <u>As long as you are transparent and open about your use of these tools, you will not be in violation of the Academic Integrity Policy</u> (see below).

## Academic Integrity

Academic misconduct is a serious offence. The principle of academic integrity, particularly of doing one's own work, documenting properly (including use of quotation marks, appropriate paraphrasing and referencing/citation), collaborating appropriately, and avoiding misrepresentation, is a core principle in university study. Students should consult [Section VII, "Academic Misconduct](#)," in the "Academic Regulations and University Policies" entry in the [Undergraduate Calendar](#) ([http://brocku.ca/webcal](http://brocku.ca/webcal)) to view a fuller description of prohibited actions, and the procedures and penalties. Information on what constitutes academic integrity is available at [https://brocku.ca/academic-integrity/](https://brocku.ca/academic-integrity/)

## Accommodations

The University is committed to fostering an inclusive and supportive environment for all students and will adhere to the Human Rights principles that ensure respect for dignity, individualised accommodation, inclusion and full participation. The University provides a wide range of resources to assist students, as follows:

a) If you require academic accommodation because of a disability or an ongoing health or mental health condition, please contact [Student Accessibility Services](#) at askSAS@brocku.ca or 905 688 5550 ext. 3240.

b) Medical Self-Declaration Forms (short term)

In the case of a short-term medical circumstance, if a student wishes to seek an academic consideration, please use the [Medical Self-Declaration Form](#). The request is to be made in good faith by the student requesting the academic consideration due to a short-term condition that impacts their academic activities (e.g., participation in academic classes, delay in assignments, etc.).

The period of this short-term medical condition for academic consideration must fall within a 72-hour (3 day) period. The form needs to be submitted to the instructor either during your brief absence or in cases where you are too unwell, within 24 hours of the end of your 3 day brief absence.

The medical self-declaration form may only be used once per course per term. In the case of a request for a deferred exam, the Brock University Medical Verification Form must be submitted.

Medical Verification Form (extended duration)

In cases where a student requests academic consideration due to a medical circumstance that exceeds 72 hours (three days) and will impact their academic activities (e.g., participation in academic classes, delay in assignments, etc.), or in the case of a final exam deferral, the medical verification form must be signed by the student and the health professional as per process set out in the Faculty Handbook III:9.4.1.

Further details can be found at:
https://brocku.ca/health-wellness-accessibility/student-health-services/

c) If you are experiencing mental health concerns, contact the Student Wellness and Accessibility Centre. Good2Talk is a service specifically for post-secondary students, available 24/7, 365 days a year, and provides anonymous assistance: http://www.good2talk.ca/ or call 1-866-925-5454. For information on wellness, coping and resiliency, visit: https://brocku.ca/mental-health/

d) If you require academic accommodation on religious grounds, you should make a formal, written request to your instructor(s) for alternative dates and/or means of satisfying requirements. Such requests should be made during the first two weeks of any given academic term, or as soon as possible after a need for accommodation is known to exist.

e) If you have been affected by sexual violence, the Human Rights & Equity Office (https://brocku.ca/human-rights/) offers support, information, reasonable accommodations, and resources through the Sexual Violence Support & Education Coordinator. For information on sexual violence, visit Brock's Sexual Assault and Harassment Policy or contact the Sexual Violence Support & Response Coordinator at humanrights@brocku.ca or 905 688 5550 ext. 4387.

f) If you feel you have experienced discrimination or harassment on any of the above grounds, including racial, gender or other forms of discrimination, contact the Human Rights and Equity Office at humanrights@brocku.ca.

## Common Courtesy and Respect

We all have a responsibility to do our part to build a safe and effective community of learning in this course.

Common courtesy is expected in this course, and disruptive and disrespectful behaviour will not be tolerated. Due to the nature of the subjects covered in VISA/IASC 1Q98 different points of view will arise. While we encourage exploration of different points of view, it is absolutely essential that these discussions unfold in a professional, kind, and courteous manner. Under no circumstances will personal attacks or insults be tolerated.

## Code of Conduct

Brock students should familiarise themselves with the Brock University Code of Conduct. For more information, see: https://brocku.ca/student-life-success/student-affairs/#student-code-of-conduct

## Email and Course Communication

Students in VISA/IASC 1Q98 should regularly check their Brock email account and the course Brightspace page for announcements and updates.

We kindly ask that communication about VISA/IASC 1Q98 be sent to our Brock email accounts which are listed on the front page of this document.

Please use Brock email to contact members of the VISA/IASC 1Q98 teaching team as messages sent from external email service providers often end up in "spam" boxes and get missed.

Chats and messages on Teams are only monitored during course meeting times. Students may use this channel to communicate with one another outside of course meeting times, but members of the VISA/IASC 1Q98 teaching team will not be checking messages on Teams on a regular basis. Questions and conversations about course content, policies, assignments, due dates, etc. should be sent via email instead.

If you have a question, please be sure to consult course resources (this course outline and Brightspace) for answers to questions you might have prior to emailing the VISA/IASC 1Q98 Teaching Team. We are happy to assist you, but expect that you take some responsibility to find the answer to your question before contacting us. Emails that ask questions which can easily be answered by consulting course resources (due dates, etc.) will not receive a response.

## Extensions on Assignments

The due dates for all course requirements are listed in this course outline. Students are responsible for organising their time so that these deadlines are met.

In the event of unexpected and extenuating circumstances, extensions may be granted. Please consult your professor to make these arrangements if required.

## Interviews

In accordance with the policies of Brock's Research Ethics Board (REB), interviews and surveys are not permitted as a form of conducting research in this course.

## Important Dates

- Reading Week (no classes): February 19 - 23

- The last day to withdraw from a D3 course without academic penalty is March 8th

- Last day of the semester: April 5th

- Final Exam period: April 10th - 23rd
  - Note: there is no final exam in VISA/IASC 1Q98. The exam period dates are provided for information only.

## Grades

Below is the official description of each grade range as published by the university.

As explained elsewhere in this course outline, a student's grade in VISA/IASC 1Q98 is determined through a process known as "specifications grading." Basically, your grade is determined by the number of satisfactorily completed assignments.

A - 90 to 100
Reserved for students where work is of outstanding quality that provides clear evidence of a rare talent for the subject and of an original and/or incisive mind.

A - 80 to 89

Awarded for excellent, accurate work in which evidence of a certain flair for and comprehension of the subject is clearly perceptible.

B - 70 to 79
Indicates competent work that shows a sound grasp of the course goals without being distinguished.

C - 60 to 69
Represents work of adequate quality which suffers from incompleteness or inaccuracy.

D - 50 to 59
Given where the minimum requirements of a course are barely satisfied.

F - 49 or lower
Means that minimum requirements have not been met and no credit has been given for the course.

Appendix 1: Assignment Details and Specifications

**Visual Analysis**

For this assignment you will be conducting a visual analysis of a specific image. Satisfactory completion of this assignment is <u>mandatory</u> in order to receive a passing grade in this course.

<u>Instructions</u>
1. Select an image to work with. Your image must come from one of the following sources:

- ARTstor (available through the <u>Brock Library</u>)
- The Art Institute of Chicago (<u>https://www.artic.edu/collection</u>)
- The Metropolitan Museum of Art (<u>https://www.metmuseum.org/art/collection</u>)
- The New York Public Library (<u>https://digitalcollections.nypl.org/</u>)
- The Wellcome Collection (<u>https://wellcomecollection.org/search/works</u>)

You may pick any image you like, as long as it comes from one of these 5 sources.

2. Insert a copy of your image into a document and then provide a caption for it. You can read about how to write an image caption in the "<u>Working With Images</u>" section of our course textbook. A complete image caption should include: artist, title, date, medium, image source.

3. List the search terms, filters, and any other parameters you used to find this image.

4. Write at least one paragraph explaining why you picked this particular image. What was it about this image that captured your attention?

4. Read the accompanying information provided for the image and summarise it in one paragraph.

Example: The image I chose to work with is called *Girl With Cat* and it is by the French artist Balthus. It is an oil on board painting and it was painted in 1937. It is in the collection of The Art Institute of Chicago.

5. Write at least one paragraph of visual analysis. Remember, visual analysis relies on deep looking and specific description. What do you see? What choices has the artist/image maker made? You can read about how to do a visual analysis in the "Visual and Contextual Analysis" section of our course textbook.

6. Write a statement about your use of AI tools in the completion of this assignment. If you did not use any AI tools, simply write: "I did not use any AI tools in the completion of this assignment."

If you did use an AI or Natural Language Processing tool like ChatGPT, Grammerly Go, Socratic, Google Homework Help to complete this assignment please list which tool you used.

If you used one of these tools, please comment on how it assisted you in the completion of this assignment? Did you fact check the information it gave you? Did you make edits or additions to what it produced?

*Reminder: as long as you disclose the use of these tools you are not in violation of the academic integrity policy for this course. But if you use them, you must disclose this fact here.

In order to receive an assessment of "satisfactory," your assignment must:
- be grounded in specific and relevant examples/details
- include a reproduction of the image
- include a properly formatted image caption
- include list of search terms, filters, and other parameters you used to find your example
- include at least one paragraph explaining why you selected this image
- include a summary of the information provided for the image
- include at least one paragraph of visual analysis
- be written with clarity
- include a statement about the use of AI tools used in the completion of this assignment
- be uploaded to the assignments section of Brightspace by **January 30th** unless an extension has been negotiated with your professor

Upon successful completion of this assignment, students will have gained practice with the following skills:
- searching for images in museum and art gallery collections
- advanced search strategies (keywords, filters, etc.)

- basic visual analysis of an image
- clear written communication of ideas

**Contextual Analysis**

For this assignment you will be conducting a contextual analysis of a specific image. Satisfactory completion of this assignment is <u>mandatory</u> in order to receive a passing grade in this course.

<u>Instructions</u>
1. Select an image to work with. Your image must come from one of the following sources and be a <u>different image</u> than the one you used in the Visual Analysis assignment:

- ARTstor (available through the [Brock Library](#))
- The Art Institute of Chicago ([https://www.artic.edu/collection](https://www.artic.edu/collection))
- The Metropolitan Museum of Art ([https://www.metmuseum.org/art/collection](https://www.metmuseum.org/art/collection))
- The New York Public Library ([https://digitalcollections.nypl.org/](https://digitalcollections.nypl.org/))
- The Wellcome Collection ([https://wellcomecollection.org/search/works](https://wellcomecollection.org/search/works))

2. Insert a copy of your image into a document and then provide a caption for it. You can read about how to write an image caption in the "[Working With Images](#)" section of our course textbook. A complete image caption should include: artist, title, date, medium, image source.

3. List the search terms, filters, and any other parameters you used to find this image.

4. Write at least one paragraph explaining why you picked this particular image. What was it about this image that captured your attention?

5. Read the accompanying information provided for the image and summarise it in one paragraph.

Example: The image I chose to work with is called Girl With Cat and it is by the French artist Balthus. It is an oil on board painting and it was painted in 1937. It is in the collection of The Art Institute of Chicago.

6. Write at least one paragraph of visual analysis. Remember, visual analysis relies on deep looking and specific description. What do you see? What choices has the artist/image maker made? You can read about how to do a visual analysis in the "[Visual and Contextual Analysis](#)" section of our course textbook.

7. Consider what else might we want to know about this image? What information are we unable to get simply by looking at this picture? Make a list of these questions. You should aim for a minimum of 3 questions.

Examples:
- Was this style or choice of medium typical for this artist?
- Was this style or choice of medium popular at the time?
- What else might have been going on in the artist's personal life or in the world/time period they were living/working that might have influenced this picture?
- Where and when was this picture first made/exhibited? How does this specific time and place influence the image? How might this be different from your own experience of viewing this image in this course?

*Please remember that these are just examples of the kinds of questions you might consider when working with your example. Each individual example may invite different questions.

8. List at least two academic books or journal articles sources drawn from the Brock Library that you think might be useful in answering the questions you listed in step 7.

The format for listing these sources should follow the Chicago Manual of Style. You may wish to use a citation manager like Zotero to complete this component of the assignment.

Book
Last name, First name. Title of Book. Place of publication: Publisher, Year of publication.

Journal Article
Last name, First name. "Title of the Article." *Title of the Journal* Issue number, Volume number (date): page range.

*Note: I recognize that citation can cause many students to feel stressed out and anxious. I want to assure you that we are not looking for you to have this perfectly mastered at this stage of your learning journey. But a reasonable attempt must be made. Simply pasting a URL into your document does not constitute a "reasonable attempt."

9. Make a "quotation sandwich" using content from each of your sources. (Don't worry, we will cover what this is before this assignment is due!)

10. Write a statement about your use of AI tools in the completion of this assignment. If you did not use any AI tools, simply write: "I did not use any AI tools in the completion of this assignment."

If you did use an AI or Natural Language Processing tool like ChatGPT, Grammerly Go, Socratic, Google Homework Help to complete this assignment please list which tool you used.

If you used one of these tools, please comment on how it assisted you in the completion of this assignment? Did you fact check the information it gave you? Did you make edits or additions to what it produced?

*Reminder: as long as you disclose the use of these tools you are not in violation of the academic integrity policy for this course. But if you use them, you must disclose this fact here.

In order to receive an assessment of "satisfactory," your assignment must:
- be grounded in specific and relevant examples/details
- focus on a different image than the one you wrote about in the Visual Analysis assignment
- include a reproduction of the image
- include a properly formatted image caption
- include list of search terms, filters, and other parameters you used to find your example
- Include at least one paragraph explaining why you selected this image
- include a summary of the information provided for the image
- include at least one paragraph of visual analysis
- provide a list of at least 3 questions about the image that can not be directly answered by looking at the image. You may list more than 3 questions if you like.
- list at least 2 academic books or articles drawn from the Brock Library that might be useful in answering the questions you listed. You may use more sources if you like.
- demonstrate a reasonable attempt to use the Chicago Manual of Style to format your list of books/articles
- include at least 2 quotation sandwiches containing information that provides more context about your image example
- be written with clarity
- include a statement about the use of AI tools used in the completion of this assignment

- be uploaded to the assignments section of Brightspace by **February 13th** unless an extension has been negotiated with your professor

Upon successful completion of this assignment, students will have gained practice with the following skills:
- searching for images in museum and art gallery collections
- advanced search strategies (keywords, filters, etc.)
- basic visual analysis of an image
- basic contextual analysis of an image
- using the Brock Library to locate research resources
- using the Chicago Manual of Style reference system
- making a "quotation sandwich"
- clear written communication of ideas

**Assessing Your Own Archive**

For this assignment, you will be drawing on course concepts to take a critical look at images that hold personal meaning for you. You will be writing a personal essay that draws upon frameworks from class to explain and explore the images you have chosen to work with.

Satisfactory completion of this assignment is <u>mandatory</u> in order to receive a passing grade in this course.

<u>Instructions</u>
1. Select 3-5 images drawn from your own life and history that relate to the theme of "identity." These may be images of yourself, of important people in your life, or special things/places/occasions that are important to you. These can come from the photos on your phone, framed images in your home, old family photo albums, etc. You may wish to use images from the present day, photographs taken many years ago, or a combination of past and present images.

2. Write at least one paragraph of visual and contextual analysis for each image. If you need a refresher on what this involves, please revisit the "[Visual and Contextual Analysis](#)" section of our course textbook.

3. Read back over each of the paragraphs you just wrote and think about which concept(s) from our course could apply? As a reminder, here are some of the key concerts we explored this term:

- "practices of looking" (Ch #1: [What is Visual Culture?](#))
- "Images as active players" (Ch #1: [What is Visual Culture?](#))
- critical thinking  (Ch #1: [What is Visual Culture?](#))
- "myth of photographic truth" (Ch #3: [Visual Technologies and Complexity of Truth](#))
- Value (Ch #4: [But What Does It Mean?](#))
- "the aura" (Ch #4: [But What Does It Mean?](#))
- "the gaze" (Ch# 5: [Representing Ourselves, Representing Others](#))
- visuality/countervisuality (Ch #6: [Power and Resistance](#))

4. Find a relevant passage from the [course textbook](#) to help you explain how the chosen concept(s) apply to your example(s). Turn that passage into a "quotation sandwich" and be sure to make specific reference to your chosen example(s). Be sure to cite! The format for listing these sources should follow the [Chicago Manual of Style](#).

5. Do a freewriting session that responds to the following question: *In what ways do images with deep personal meaning still participate in broader understandings of visual culture?* Try to make specific reference to your chosen examples as you write.

6. Read over what you wrote in step #5. Spend some time reworking it so that it forms an introductory paragraph for your essay. *tip: if possible, allow some time (a day or so) between the generative freewriting and this editorial work.

7. You now have an introductory paragraph, visual and contextual analysis for each example, and a series of quotation sandwiches that can help articulate how course concepts apply to your example. Bring them all together in a personal essay that explores how your examples relate to the study of visual culture.

Your essay should be 3-5 pages (double spaced, 12 pt font). You are welcome and encouraged to write in a conversational tone and the use of the pronoun "I" is absolutely fine.

Any sources you draw on (including the course textbook) must be cited. The format for listing these sources should follow the Chicago Manual of Style.

8. Insert a copy of each of your images into a document and then provide a caption for it. You can read about how to write an image caption in the "Working With Images" section of our course textbook. A complete image caption should include: artist, title, date, medium, image source.

9. Write a separate statement at the end of your essay about your use of AI tools in the completion of this assignment. If you did not use any AI tools, simply write: "I did not use any AI tools in the completion of this assignment."

If you did use an AI or Natural Language Processing tool like ChatGPT, Grammerly Go, Socratic, Google Homework Help to complete this assignment please list which tool you used.

If you used one of these tools, please comment on how it assisted you in the completion of this assignment? Did you fact check the information it gave you? Did you make edits or additions to what it produced?

*Reminder: as long as you disclose the use of these tools you are not in violation of the academic integrity policy for this course. But if you use them, you must disclose this fact here.

In order to receive an assessment of "satisfactory," your assignment must:
- be grounded in specific and relevant examples/details
- include an introductory paragraph responding to the writing prompt in step 5
- include at least one paragraph of visual and contextual analysis for each image
- include at least one quotation sandwich for each example which demonstrates how course concepts apply to your image
- demonstrate a reasonable attempt to use the Chicago Manual of Style when citing any research resources used (including the course textbook)
- include reproductions of the images you are writing about
- include properly formatted image captions
- be written with clarity
- include a statement about the use of AI tools used in the completion of this assignment
- be uploaded to the assignments section of Brightspace by **April 4th** unless an extension has been negotiated with your professor

Upon successful completion of this assignment, students will have gained practice with the following skills:
- using freewriting and revision to generate essay content
- visual analysis of an image
- contextual analysis of an image
- applying course concepts to new examples
- reflecting on the complexity of the meaning-making process when it comes to images
- using the Chicago Manual of Style reference system
- making a "quotation sandwich"
- clear written communication of ideas

**Visual Culture in Your World #1**

For this assignment, you will be drawing on course concepts to analyse an image from your day-to-day life.

For this assignment you will select one of the following concepts to work with:

- myth of photographic truth
- value
- the aura

1. Find an image from your surroundings (your home, your workplace, billboards on the way to school, the art on the cover of your favourite album, the cover of a novel you are reading, etc.) to work with. Be sure that the image you pick can be used to explain one of the course concepts listed above ("myth of photographic truth," "value," or "the aura").

2. Insert a copy/photo of your example into a document and then provide a caption for it. You can read about how to write an image caption in the "Working With Images" section of our course textbook. A complete image caption should include: artist, title, date, medium, image source.

3. Write at least one paragraph explaining why you picked this particular image. What was it about this image that captured your attention?

4. Find at least one academic journal article or book from the Brock Library that will help you to situate your example in a larger conversation about visual culture. For example, if you have chosen an advertisement to write about, you might search for sources on the history of advertising.

5. Write at least one paragraph of visual analysis for your example. Remember, visual analysis relies on deep looking and specific description. What do you see? What choices has the artist/image maker made? You can read about how to do a visual analysis in the "Visual and Contextual Analysis" section of our course textbook.

6. Write at least one paragraph explaining how your chosen course concept ("myth of photographic truth," "value," or "the aura") applies to your example. Be sure to make a "quotation sandwich" using a relevant passage from the course textbook. Be sure to cite! The format for listing these sources should follow the Chicago Manual of Style.

7. Write at least one paragraph explaining how your example fits into larger conversations about visual culture (see step 4). You should be providing at least one "quotation sandwich" in this section using the research material you found in the library. Be sure to cite! The format for listing these sources should follow the [Chicago Manual of Style](#).

8. Write a statement about your use of AI tools in the completion of this assignment. If you did not use any AI tools, simply write: "I did not use any AI tools in the completion of this assignment."

If you did use an AI or Natural Language Processing tool like ChatGPT, Grammerly Go, Socratic, Google Homework Help to complete this assignment please list which tool you used.

If you used one of these tools, please comment on how it assisted you in the completion of this assignment? Did you fact check the information it gave you? Did you make edits or additions to what it produced?

*Reminder: as long as you disclose the use of these tools you are not in violation of the academic integrity policy for this course. But if you use them, you must disclose this fact here.

In order to receive an assessment of "satisfactory," your assignment must:
● be grounded in specific and relevant examples/details
● address at least one of these concepts: "myth of photographic truth," "value," or "the aura".
● include a copy of the image
● include a properly formatted image caption
● Include at least one paragraph explaining why you selected this image
● include at least one paragraph of visual analysis
● Include at least one paragraph that explains how your chosen course concept ("myth of photographic truth," "value," or "the aura") applies to your example
● Include at least one paragraph explaining how your example fits into larger conversations about visual culture
● demonstrate a reasonable attempt to use the Chicago Manual of Style to format your list of books/articles
● include at least 2 quotation sandwiches (one drawn from the textbook, one drawn from your library research)
● be written with clarity

- include a statement about the use of AI tools used in the completion of this assignment
- be uploaded to the assignments section of Brightspace by **February 27th** unless an extension has been negotiated with your professor

Upon successful completion of this assignment, students will have gained practice with the following skills:
- applying course concepts to their chosen example
- applying concepts from research resources to their chosen example
- visual analysis and contextual of an image
- using the Brock Library to locate research resources
- using the Chicago Manual of Style reference system
- making  "quotation sandwiches"
- clear written communication of ideas

**Visual Culture in Your World #2**

For this assignment, you will be drawing on course concepts to analyse an image from your day-to-day life.

For this assignment you will select one of the following concepts to work with:

- the gaze
- visuality/countervisuality

1. Find an image from your surroundings (your home, your workplace, billboards on the way to school, the art on the cover of your favourite album, the cover of a novel you are reading, etc.) to work with. Be sure that the image you pick can be used to explain one of the course concepts listed above ("the gaze," "visuality/countervisuality").

2. Insert a copy/photo of your example into a document and then provide a caption for it. You can read about how to write an image caption in the "Working With Images" section of our course textbook. A complete image caption should include: artist, title, date, medium, image source.

3. Write at least one paragraph explaining why you picked this particular image. What was it about this image that captured your attention?

4. Find at least one academic journal article or book from the Brock Library that will help you to situate your example in a larger conversation about visual culture. For example, if you have chosen an advertisement to write about, you might search for sources on the history of advertising.

5. Write at least one paragraph of visual analysis for your example. Remember, visual analysis relies on deep looking and specific description. What do you see? What choices has the artist/image maker made? You can read about how to do a visual analysis in the "Visual and Contextual Analysis" section of our course textbook.

6. Write at least one paragraph explaining how your chosen course concept ("the gaze," "visuality/countervisuality") applies to your example. Be sure to make a "quotation sandwich" using a relevant passage from the course textbook. Be sure to cite! The format for listing these sources should follow the Chicago Manual of Style.

7. Write at least one paragraph explaining how your example fits into larger conversations about visual culture (see step 4). You should be providing at least one "quotation sandwich" in this section using the research material you found in the library.

Be sure to cite! The format for listing these sources should follow the [Chicago Manual of Style](#).

8. Write a statement about your use of AI tools in the completion of this assignment. If you did not use any AI tools, simply write: "I did not use any AI tools in the completion of this assignment."

If you did use an AI or Natural Language Processing tool like ChatGPT, Grammerly Go, Socratic, Google Homework Help to complete this assignment please list which tool you used.

If you used one of these tools, please comment on how it assisted you in the completion of this assignment? Did you fact check the information it gave you? Did you make edits or additions to what it produced?

*Reminder: as long as you disclose the use of these tools you are not in violation of the academic integrity policy for this course. But if you use them, you must disclose this fact here.

In order to receive an assessment of "satisfactory," your assignment must:
- be grounded in specific and relevant examples/details
- address at least one of these concepts: "the gaze," "visuality/countervisuality"
- include a copy of the image
- include a properly formatted image caption
- Include at least one paragraph explaining why you selected this image
- include at least one paragraph of visual analysis
- Include at least one paragraph that explains how your chosen course concept ("the gaze," "visuality/countervisuality") applies to your example
- Include at least one paragraph explaining how your example fits into larger conversations about visual culture
- demonstrate a reasonable attempt to use the Chicago Manual of Style to format your list of books/articles
- include at least 2 quotation sandwiches (one drawn from the textbook, one drawn from your library research)
- be written with clarity
- include a statement about the use of AI tools used in the completion of this assignment
- be uploaded to the assignments section of Brightspace by **March 28th** unless an extension has been negotiated with your professor

Upon successful completion of this assignment, students will have gained practice with the following skills:

- applying course concepts to their chosen example
- applying concepts from research resources to their chosen example
- visual analysis and contextual of an image
- using the Brock Library to locate research resources
- using the Chicago Manual of Style reference system
- making  "quotation sandwiches"
- clear written communication of ideas

**Creative Reflection**

For this assignment, you will be making a creative piece that explores how visual culture relates to a social or political issue. (examples of social or political issues include: poverty, the environment, racism, animal rights, etc.)

This is not a studio course. This means that this assignment is not about artistic skill. Rather, you will be considering how social and political activism/campaigns often rely on visual culture to educate and raise awareness and how images can be effectively used in these contexts.

Examples of projects that work well for this assignment include:

- Posters
- Photo essays
- Videos
- Zines
- Political Cartoons
- Memes
- Works of art (paintings, sculptures, textiles, etc.)

*Note: this is not an exhaustive list. There are other ways of using visual culture that might fit your chosen topic better.

1. Select a topic (social or political issue) that is of interest to you and do some research on how visual culture has been used to communicate about this topic.

2. Spend some time freewriting on the following prompt: *How has visual culture been used to educate/raise awareness on your chosen topic?*

You will want to consider the types of visual culture frequently used within this context (photographs, coloured awareness ribbons, buttons, videos, banners and signs, etc..)

3. Think of how you can communicate some important points about this topic while also acknowledging the conventions of visual culture within the context of this social or political issue.

4. Write a one page proposal addressing the following questions:
- What social or political issue will you be focusing on?
- How has visual culture been used within the context of this topic? Give some specific examples.

- What will you make as a response to this topic?
- How do you see your project relating to the type of visual culture used within this topic?

If you used AI tools for this assignment, please include a statement about this at the end of your artist statement. Please explain which tools you used and how you used them. If you did not use AI tools, please include a statement to this effect. Remember, as long as you disclose the use of these tools you are not in violation of the academic integrity policy for this course. But if you use them, you must disclose this fact here.

5. Submit your proposal for approval by **February 8th**.

6. Make your project and write an accompanying artist statement (approximately 1 page) that explains what you made, the materials you used, and how it relates to the larger issue/history of the issue.

7. If you used AI tools for this assignment, please include a statement about this at the end of your artist statement. Please explain which tools you used and how you used them. If you did not use AI tools, please include a statement to this effect. Remember, as long as you disclose the use of these tools you are not in violation of the academic integrity policy for this course. But if you use them, you must disclose this fact here.

8. Submit a photograph or scan of your project as well as your artist statement by **March 21st**.

*Students are responsible for any costs or materials used for this project.
*Projects must not be in violation of Brock policies or the Student Code of Conduct. If in doubt, please contact your professor.
*Students are reminded that this is <u>not</u> a studio class. You will not be assessed on your artistic ability. Rather, we are looking for you to think critically about how visual culture has been used in the context of your chosen topic.

In order to receive an assessment of "satisfactory," your assignment must:
- have had an approved proposal (see steps 4 and 5)
- include an artist statement (see steps 6 and 7)
- include a statement about the use of AI tools
- meet the due dates for each step as outlined above unless an extension has been negotiated with your professor

Upon successful completion of this assignment, students will have:

- demonstrated an understanding of how visual culture has been used to educate/communicate about their chosen topic
- demonstrated critical thinking about how images can be effectively used to communicate complex social and political issues
- articulated the choices that informed their finished project
- written an artist statement

**Ethical Explorations in Visual Culture**

For this assignment, you will be digging deep into an ethical issue that relates to the study of visual culture.

Examples of ethical issues include:

- copyright
- privacy
- surveillance
- A.I.
- appropriation
- censorship

*Note: This is not an exhaustive list of ethical issues that relate to visual culture, but this list provides examples of the kinds of topics that work well for this assignment.

1. Select a topic that explores an ethical issue relating to visual culture.

2. Write a statement of intent that addresses the following questions:

What ethical issue will you be focusing on for this assignment?
Why did you select this topic?
What do you hope to learn by completing this project?

In addition your statement of intent should include 1-3 specific examples you have discovered/know about that relate to this topic. For example, if you wish to focus on cultural appropriation, you might list how there has been pressure on some sports teams to change their logos in recent years.

If you used AI tools for this assignment, please include a statement about this. Please explain which tools you used and how you used them. If you did not use AI tools, please include a statement to this effect. Remember, as long as you disclose the use of these tools you are not in violation of the academic integrity policy for this course. But if you use them, you must disclose this fact here.

3. Upload your statement of intent to Brightspace by **February 15th**.

4. Conduct some more detailed research on this topic using the Brock Library. You will receive feedback on your statement of intent, and these comments should be used to guide your research.

5. Prepare an annotated bibliography of at least 5 academic books and/or journal articles on your topic.

An annotated bibliography lists the citation (using the Chicago Manual of Style) and then provides at least one paragraph explaining the main point of the book/article and why it is helpful for furthering your understanding of the topic you are researching.

If you used AI tools for this assignment, please include a statement about this. Please explain which tools you used and how you used them. If you did not use AI tools, please include a statement to this effect. Remember, as long as you disclose the use of these tools you are not in violation of the academic integrity policy for this course. But if you use them, you must disclose this fact here.

6. Upload your annotated bibliography to Brightspace by **March 14th**.

7. After you have submitted your annotated bibliography you will be invited to book a meeting with a member of the teaching team to have a conversation about the topic you researched. These are not intended to be stressful, examination-style meetings. Rather, we want to hear more about what you have learned through your research. These are not scripted conversations and they don't follow a template, but these conversations may include consideration of:

- What did you discover that you didn't already know about this topic?
- What surprised you about this research?
- What did you enjoy about this research?
- What frustrated you about this research?
- How can you see this research applying to future work you do?

*Note: If you require accommodations or an alternate format for this (or any assignment), please contact your professor to make a plan that allows you to participate to the best of your abilities.

In order to receive an assessment of "satisfactory," your assignment must:
- have had an approved statement of intent (see step 3)
- include an annotated bibliography of at least 5 academic books/journal articles
- use the Brock Library to locate research resources
- use the Chicago Manual of Style reference system
- include a statement about the use of AI tools for this assignment
- include  "quotation sandwiches"

- demonstrate clear communication of ideas
- meet the due dates for each step as outlined above unless an extension has been negotiated with your professor

Upon successful completion of this assignment, students will have gained practice with the following skills:
- developing a deeper understanding of an ethical issue related to visual culture
- crafting a statement of intent/propsal articulating their plans for this project
- completing an annotated bibliography
- using the Brock Library to locate research resources
- using the Chicago Manual of Style reference system
- clearly articulating ideas through discussion