ART AND SOCIETY FALL 2022
SDS 240R

Published Sep 08, 2022

CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Section</th>
<th>Location</th>
<th>Time</th>
<th>Instructor(s)</th>
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</thead>
<tbody>
<tr>
<td>SDS 240R 001 [LEC]</td>
<td>REN 2107</td>
<td>Mondays 2:30 p.m. - 5:20 p.m.</td>
<td>Lorrie Gallant <a href="mailto:lorrie.gallant@uwaterloo.ca">lorrie.gallant@uwaterloo.ca</a></td>
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INSTRUCTOR / TA INFORMATION

To meet with the instructor an appointment may be requested for after class only.

COURSE DESCRIPTION

Calendrical Description for SDS 240R

Social issues and themes explored through the arts. Topics include art and social change, war and peace, propaganda, art of conscience, and the response of artists to poverty, hunger and catastrophic events. Specific applications include art as cross-cultural awareness and art as therapy.

Social issues and themes explored through the arts. Topics will focus on indigeneity, racism, social change, propaganda, art of conscience, land and environment and the response to social justice issues. Specific applications include art as cross-cultural awareness and art as therapy.

This course will examine a variety of media and artistic sources that influence Canadian and Indigenous societies past, present, and future. Different mediums of art will be explored to examine how social context and perspective impact both what inspires the artist to create and what story we witness through the medium of art with a specific focus on the First Peoples of Canada.

LEARNING OUTCOMES

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

- Identify various ways art has been used to influence society, through the works of specific artists/works of art and how social context and perspective impact the arts
- Examine the social implications of indigenous representations in media. Gain a deeper understanding of how Canadian History has influenced our perception of the First Peoples through various media outlets
- Look at media messages and illustrations with a critical eye, using the art of Indigenous people as one of the examples and discuss the evolution of representation through out history.
- Explore and discover our own individual representation in art and how we can use art in a variety of mediums to express our own world views.
<table>
<thead>
<tr>
<th>Week 1</th>
<th>Sept 12</th>
<th><strong>Welcome,</strong></th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Land and Territory Acknowledgements and Introduction of our journey together:</td>
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<tr>
<td></td>
<td></td>
<td>Two Eyed Seeing and Traveling in our own boat.</td>
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<tr>
<td>2</td>
<td>Sept 19</td>
<td><strong>Missionaries, Explorers, and European Painters:</strong></td>
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<tr>
<td></td>
<td></td>
<td>The first Journalist, Reporters and Photographers on the scene</td>
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<td>3</td>
<td>Sept 26</td>
<td><strong>Canadian Artists:</strong></td>
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<tr>
<td></td>
<td></td>
<td>Inspiring political, social and environmental change for all our future generations.</td>
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<tr>
<td></td>
<td></td>
<td>(McMaster Museum of Art virtual Tour of Social Justice Collection)</td>
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<tr>
<td>4</td>
<td>Oct 3</td>
<td><strong>Romantic Ideas:</strong></td>
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<td></td>
<td></td>
<td>Noble Savage - Painters created a romanticized history, but for who? Ignoble Savage - Political Cartoons and Stereotypes.</td>
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<td>From historical paintings of the First Thanksgiving to children’s crafts, advertisements and cartoons, what do these things reveal about what we know?</td>
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<td></td>
<td></td>
<td>Food for thought at Thanksgiving Dinner!</td>
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<td>Assign: Propoganda</td>
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<td>5</td>
<td>Oct 17</td>
<td><strong>Cowboys and Indians:</strong></td>
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<td>The beginning of a troubled relationship played out on the big screen</td>
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<td>ASSIGNMENT: Propaganda and presentation due:</td>
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<td></td>
<td></td>
<td>Presentation of Images</td>
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<td>Assign: Cowboys and Indians</td>
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<tr>
<td>6</td>
<td>Oct 24</td>
<td><strong>A Picture is worth a thousand words:</strong></td>
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<tr>
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<td>Images that have shaped our history. Has it told the story of our truth or misguided our perception? Let's look at Artists that are inspiring Change.</td>
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<td>Assignment due: Cowboys and Indians</td>
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<td>Assignment for next week: Please bring into class next week one piece of poetry of your choosing.</td>
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<tr>
<td>7</td>
<td>Oct 31</td>
<td><strong>Poetry and Music: Fires for the Cold</strong></td>
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<td>Assign IN-CLASS ASSIGNMENT: Create a found poem (Due: Week 8 Nov 7; Poem reading Week 9 Nov 14 in class)</td>
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<tr>
<td>8</td>
<td>Nov 7</td>
<td>Resistance, Protest, Graffiti and Street Art</td>
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<td>Taking a look at the Idle No More Movement, understand the importance and struggles to protect the water and How Symbol and Slogan becomes a part of a movement that unites people.</td>
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<td></td>
<td></td>
<td>Assignment Due: Found Poem</td>
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<td>Assign: RESISTANCE AND PROTEST</td>
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<thead>
<tr>
<th>9</th>
<th>Nov 14</th>
<th>Two spirit, LGBTQ, Missing and Murdered Indigenous Women and Girls</th>
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<tr>
<td></td>
<td></td>
<td>The telling of a painful story through music and art</td>
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<td>ASSIGNMENT DUE: Resistance and Protest</td>
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<td>ASSIGNMENT presentation: Found Poem</td>
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<td>Assign FINAL ASSIGNMENT: My Voice</td>
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<tr>
<th>10</th>
<th>Nov 21</th>
<th>Lost in Translation:</th>
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<td>I see, I feel, I wonder. Allowing art to expose new points of view or validate our own.</td>
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<tr>
<th>11</th>
<th>Nov 28</th>
<th>Art as Therapy</th>
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<td>MY VOICE - Final Assignment Due -30%</td>
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<tr>
<th>12</th>
<th>Dec 5</th>
<th>Final Assignment Presentations</th>
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<td>This will be an Exhibition Opening Event - gallery walk of works and/or performance piece</td>
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**TEXTS / MATERIALS**

No materials required.

**READ/WATCH/LISTEN and REFLECTION FOR CLASS DISCUSSION:**

**PRIOR** to each class please read, watch and/or listen to all content listed. This will prepare you for each class lecture and allow time to reflect for an enriching class discussion:

**Week 1 - Welcome**

Read:

“TWO ROW WAMPUM” https://briarpatchmagazine.com/articles/view/a-short-introduction-to-the-two-row-wampum

“TREATY CANOE” https://digitalcommons.osgoode.yorku.ca/cgi/viewcontent.cgi?article=3610&context=scholarly_works

(Not required but suggested: “TWO EYED SEEING” http://www.integrativescience.ca/Principles/TwoEyedSeeing/)

Reflection and class discussion from Readings:

In understanding the Two Wampum Agreement what would be the contents of your vessel and how does this metaphor relate to our lives today?

**Week 2 - Missionaries, Explorers, and European Painters**
Read/Listen:

NATIONAL PORTRAIT GALLERY – Four Indian Kings

(Listen to Martin Sullivan, director of the National Portrait Gallery, discuss “Four Indian Kings” in a Face-to-Face portrait talk.)

https://npg.si.edu/blog/closing-exhibition-four-indian-kings

Listen to: DUNCAN MCCUE ON HOW TO REPORT IN INDIGENOUS COMMUNITIES

THE INCOVENIENT INDIAN – Thomas King

(readings will be shared to class)

Reflection and class discussion to Read/Listen:

What do you know about Indigenous people of Canada and where did (do) you get your information from?

What were the main assumptions and liberties made by the artists that painted the Four Indian Kings?

Week 3 - Canadian Artists

No read/watch/listen for this class

Week 4 - Romantic Ideas

Watch:

Kent Monkman ‘Reverse the colonial gaze’ with paintings at the Met

https://www.youtube.com/watch?v=tQIoHasz-Fo&t=28s

Reflection and class discussion from Readings:

How is Kent Monkman reversing the colonial gaze with his art?

From Monkman’s mistikíosiwak: Wooden Boat People, diptych that consists of Welcoming the Newcomers and Resurgence of the People, take one or two people from the image and examine who they represent and what story Monkman is telling?

Week 5 - Cowboys and Indians

Watch:

Marlon Brando’s Best Actor Oscar win for "The Godfather" | Sacheen Littlefeather
https://www.youtube.com/watch?v=2QUaeUoI4yU

Marlon Brando on Rejecting His Oscar for "The Godfather" | The Dick Cavett Show
https://www.youtube.com/watch?v=rcKczj4aK4

Read:

Academy Apologizes to Sacheen Littlefeather for Her Mistreatment at the 1973 Oscars

Watch In class: we will view “REEL INJUN” (Cree filmmaker Neil Diamond examines the portrayal of North American Indigenous people throughout a century of cinema.)
**Week 6 - A Picture is Worth a Thousands Words**

**View:** [https://www.artworksforchange.org/](https://www.artworksforchange.org/)

**SPIRIT: FOCUS ON INDIGENOUS ART, ARTISTS, AND ISSUES: SHELLEY NIRO**

**ONE IMAGE, MULTIPLE NATIONALISMS: FACE TO FACE AND THE SIEGE AT KANEHSATA:KE – Rima Wiles UBC**
[https://www.researchgate.net/publication/260801880_One_image_multiple_nationalisms_Face_to_Face_and_the_Siege_at_Kanehsatake](https://www.researchgate.net/publication/260801880_One_image_multiple_nationalisms_Face_to_Face_and_the_Siege_at_Kanehsatake)

**Listen to:**

**Watch:**
**AWARD WINNING FIRST NATIONS PHOTOGRAPHER – JEFF THOMAS**
[https://www.youtube.com/watch?v=iG-Opj3NGC4](https://www.youtube.com/watch?v=iG-Opj3NGC4)

**Reflection and class discussion from Readings:**
What was your immediate reaction to Rima Wiles image of the Canadian soldier and the Mohawk Warrior during Oka’s standoff?

How has Shelley Niro and Jeff Thomas used photography to provide another narrative?

**Reminders:** Please bring into class next week one piece of poetry of your choosing.

**Week 7 - Poetry and Music: Fires for the Cold**

Poetry will be used for in-class assignment.

**Read:**
**WORDS AND MUSIC – Snotty Nose Rez Kids Use Their Voice To Empower**
[https://www.socanmagazine.ca/features/snotty-nose-rez-kids-use-their-voice-to-empower/](https://www.socanmagazine.ca/features/snotty-nose-rez-kids-use-their-voice-to-empower/)

**Listen to:**
**SNOTTY NOSE REZ KIDS – I Can’t Remember My Name / Skoden**
[https://www.youtube.com/watch?v=3Q6jZ_nqT94](https://www.youtube.com/watch?v=3Q6jZ_nqT94)

[https://www.youtube.com/watch?v=TUG8oEuCloE](https://www.youtube.com/watch?v=TUG8oEuCloE)

**DREZUS – Get Up!**
[https://www.youtube.com/watch?v=lS8UfEe3N6o](https://www.youtube.com/watch?v=lS8UfEe3N6o)

**Reflection and class discussion from Watch List:**
How do words, images and music give space for a voice.
**Week 8 - Resistance, Protest, Graffiti and Street Art**

Read:
Resistance 150: Indigenous artists challenge Canadians to reckon with our history

GRAFFITI: HISTORY, PURPOSE, TYPES
[http://journeyforevermag.com/typesofgraffiti](http://journeyforevermag.com/typesofgraffiti)

STREET ART: HOW POLITICAL AND REBELLIOUS IS IT TODAY?
[https://toposmagazine.com/street-art-political](https://toposmagazine.com/street-art-political)

Watch:
Why some Indigenous people are calling out Canada 150
[https://www.youtube.com/watch?v=zadUB14UV3Q](https://www.youtube.com/watch?v=zadUB14UV3Q)
The Art of Protest (an American documentary focused on American Politics but more about the perspective of the artist)

Examples of First Peoples movements/resistance:

Idle No More by Andy Everson

Watch: to better understand the Idle No More Movement:

HOW IDLE NO MORE SPARKED AN UPRISING OF INDIGNEOUS PEOPLE
(News clip)
[https://www.youtube.com/watch?v=TYf75dKON6k](https://www.youtube.com/watch?v=TYf75dKON6k)

idlenomore.ca – about Idle No More Movement
[https://www.youtube.com/watch?v=tj9ML5TKeLg&t=30](https://www.youtube.com/watch?v=tj9ML5TKeLg&t=30)

RED WINTER
[https://www.youtube.com/watch?v=VEc3ZYqj5Fw](https://www.youtube.com/watch?v=VEc3ZYqj5Fw)

(Music video – Drezus)

Watch: to better understand the importance and struggles to protect the water)

INVASION
(Documentary about Unist’oten camp)
[https://www.youtube.com/watch?v=D3R5Uy5O_Ds](https://www.youtube.com/watch?v=D3R5Uy5O_Ds)

How a Slogan becomes a part of a movement and unites people

STAND UP STAND N ROCK #NoPAL
(Music video - Tabo)
[https://www.youtube.com/watch?v=Oyk7guvHK8](https://www.youtube.com/watch?v=Oyk7guvHK8)

Rise with Standing Rock
What Really Happened at Standing Rock | I Was There
https://www.youtube.com/watch?v=AeUIyI83b7g

https://www.youtube.com/watch?v=J1yD2J8vHAk

Week 9 - Two Spirit, LGBTQ and MMIWG
Watch:
ART AND RESILIENCE: KENT MONKMAN
https://hirshhorn.si.edu/explore/at-home-on-art-and-resilience-artist-talk-with-kent-monkman/

Read:
INDIGENOUS WRITES by Chelsea Vowel – Chapter 12 ALL MY QUEER RELATIONS Language Culture and Two-Spirit Identity (will be shared to students)

Reflection and class discussion from Readings/Watch:
First Nations Culture has seen gender in a different perspective. How has art invited this subject into our current conversations and why do we need to talk about it?

Week 10
Juxtaposition images will be viewed.
Watch:
Art History – Brian Jungen
https://www.youtube.com/watch?v=1_XkdoPosrs
Brian Jungen – Reimagining the totem
https://www.youtube.com/watch?v=ZLxhy1AMc7Y

Reflection and class discussion from Readings/Watch:
How can juxtaposition be used to influence change and invite audiences to see a new perspective, provide an example that exists or imagine one that could be created.

Week 11 & 12 no read/watch/listen required

STUDENT ASSESSMENT

<table>
<thead>
<tr>
<th>Component</th>
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<tbody>
<tr>
<td>Assignment 1: Propoganda Due: Oct 17</td>
<td>15%</td>
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<tr>
<td>Assignment 2: Cowboys and Indians Due Oct 14</td>
<td>15%</td>
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<tr>
<td>Assignment 3: Found Poem Due: Nov 7</td>
<td>20%</td>
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<tr>
<td>Assignment 4: Resistance and Protest Due Nov 14</td>
<td>20%</td>
</tr>
<tr>
<td>FINAL ASSIGNMENT: My Voice Due Nov 28</td>
<td>30%</td>
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Assignments are expected to be complete, addressing all points outlined and show a comprehensive understanding of the questions and subject matter. Responses should demonstrate introspective, curiosity, additional research, or connections in a thoughtful way.

Submit assignments with a title and reference page. Acknowledge all quoted and paraphrased material.

Assignments will be due the following class from when they have been assigned (with exception of Assignment 3 Found Poem which will begin as an in-class assignment and presentation). Evaluations will be provided by the next class from submission date or presentation.

https://outline.uwaterloo.ca/view/nw8ft2
10% will be deducted each day for late submissions.

These assignments are an opportunity to express your own ideas in relation to class material. All assignments should respect the diversity of all the class participants, culture, race, sexuality and individual beliefs and concerns about the world that we all live in together.

We will participate in this class by the principals of the Haudenosaunee Two Row Wampum agreement, which is in Peace, Friendship and Mutual Respect.

“TWO ROW WAMPUM”

The Haudenosaunee see the Two Row Wampum as a living treaty; a way that they have established for their people to live together in peace; that each nation will respect the ways of the other as they meet to discuss solutions to the issues that come before them.

All assessments should demonstrate an understanding of the intellectual, social, cultural and political diversity of the world we live in. Each of us come with our own experiences and each assignment will allow an opportunity to communicate orally and in writing what is import to us, what we discovered about ourselves and respectfully about others in this community of learning.

ASSIGNMENT SCREENING

No assignment screening will be used in this course.

ADMINISTRATIVE POLICY

TErritorial Acknowledgement

We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.

For more information about the purpose of territorial acknowledgements, please see the CAUT Guide to Acknowledging Traditional Territory (https://www.caut.ca/content/guide-acknowledging-first-peoples-traditional-territory).

INTElllectual Property

Students should be aware that this course contains the intellectual property of their instructor, TA, and/or the University of Waterloo.

Intellectual property includes items such as:

- Lecture content, spoken and written (and any audio/video recording thereof);
- Lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides);
- Questions or solution sets from various types of assessments (e.g., assignments, quizzes, tests, final exams); and
- Work protected by copyright (e.g., any work authored by the instructor or TA or used by the instructor or TA with permission of the copyright owner).

Course materials and the intellectual property contained therein, are used to enhance a student’s educational experience. However, sharing this intellectual property without the intellectual property owner’s permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor, TA and/or the University of Waterloo for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository).

Permission from an instructor, TA or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be happy to allow distribution of certain materials. However, doing so without expressed permission is considered a violation of intellectual property rights.

Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).
POLICY ON PLAGIARISM

“Policy 71’s glossary defines plagiarism, in part, as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others (whether attributed or anonymous) as one’s own in any work submitted whether or not for grading purposes”...

The Vice-President Academic and Dean has the authority to assess instances of plagiarism and the resultant penalties that are raised by an instructor. An instructor can propose a grade penalty to the Vice-President Academic and Dean, who will decide whether to accept the penalty or initiate a formal inquiry.”

For additional information on how plagiarism is dealt with at Renison, review the policy from where the above text is copied: Policy 71 - Student Discipline (https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-71).

Students should also be aware that copyright laws in Canada prohibit reproducing more than 10% of any work without permission from its author, publisher, or other copyright holder. Waterloo’s policy on Fair Dealing is available at uwaterloo.ca/copyright-guidelines/fair-dealing-advisory. Violation of Canada’s Copyright Act is a punishable academic offence under Policy 71 – Student Discipline.

ELECTRONIC DEVICE POLICY

Students who choose to use electronic devices to support their learning may do so provided that the individuals in the class are not disturbed or prohibited from their own learning. Electronic devices should be used for the purposes of supplementing the learning experience and focus on topics being discussed in class. Phones should be kept on silent during the class.

ATTENDANCE POLICY

Attendance is not mandatory; however students should make every effort to attend each scheduled class. This course is based on lectures that will put context to the Read/Watch/Listen assigned each week. Images and other examples will be shown in class, and group discussion will allow a deeper understanding of each topic. Being fully present and participating in thought and ideas will provide a broader perspective for all participants. If a student is aware of an upcoming absence, the student should inform the instructor as soon as possible.

COMMUNICATION POLICY

Email, using the uWaterloo provided email address, is the approved method of communication for Renison. The Office 365 email that you use to login using your WatIAM login and password is secure and confidential. Take caution when forwarding your WatIAM email to an external email service as confidential information forwarded to a third-party provider could be a data security breach and violation of FIPPA (Freedom of Information and Protection of Privacy Act) under which all students, staff, and faculty are bound by law.

UNIVERSITY POLICY

Academic integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [Check the Office of Academic Integrity (https://uwaterloo.ca/academic-integrity/) for more information.]

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70, Student Petitions and Grievances, Section 4 (https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70). When in doubt, please be certain to contact the department’s administrative assistant who will provide further assistance.

Discipline: A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for their actions. [Check the Office of Academic Integrity (https://uwaterloo.ca/academic-integrity/) for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course instructor, academic advisor, or the undergraduate associate dean. For information on categories of offences and types of penalties, students should refer to Policy 71, Student

Appeals: A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70) (other than a petition) or Policy 71, Student Discipline (https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71) may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to Policy 72, Student Appeals (https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-72).

Note for students with disabilities: AccessAbility Services (https://uwaterloo.ca/disability-services/), located in Needles Hall, Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

Turnitin.com: Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit alternate assignment.