**The Art of Seeing for ARTSSCI 4MN1 Local Explorations**

Winter 2024

Fridays 2:30 – 4:30: March 1, 8, 15 and 22

*Location details to be shared with enrolled students*

**Instructors**

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Office Hours Thursdays 9:30 – 10:30 ([McMaster Museum of Art](https://museum.mcmaster.ca/visit/#visit-directions-hours))

February 29, March 7, March 14, or by appointment

**Module description**

This experiential module is your opportunity to participate in The Art of Seeing, a visual literacy program developed as a collaboration between the McMaster University Department of Family Medicine and the McMaster Museum of Art. Originally developed for medical learners, the skills learned in The Art of Seeing are transferrable to all learners. While this program encourages you to develop empathetic, holistic, and humanistic thinking to enhance personal and future professional growth, we also hope you will learn more about the role visual art, artists and curators, and local art museums play in how we know ourselves and others.

The Art of Seeing is all about being in art museums and galleries. We will look at artworks and exhibitions at both the McMaster Museum of Art and the Art Gallery of Hamilton to discover how artists’ work reflects and expresses human experience across time and cultures. By engaging with this exploration, we hope this will develop skills in non-verbal and visual communication, observation, and critical self-reflection. We seek to disrupt traditional colonial ways of knowing and seeing, with the hope of encouraging reflection and challenging individual and systemic biases to realize greater social equity. Above all, we hope you find joy looking at art and developing your creative mind.

**Objectives**

Upon successful completion of this course, students should be able to:

1. Engage in meaningful ways with works of art by developing greater skills in non-verbal and visual communication, observation, and critical self-reflection by learning to look at visual art.
2. Reflect on the importance of time spent in the art gallery: slowing down, allowing for learning and reflection with visual art, different cultures, histories and futures.
3. Understand the role of the art museum in society, specifically public and academic institutions.
4. Recognize and positively disrupt traditional colonial ways of knowing and seeing, including challenging individual and systemic biases which contribute to structures of oppression.

**Required texts and materials**

There are no required texts to purchase for this course; all readings are found through the hyperlinks on this course outline and are also accessible through online channels such as public websites and McMaster’s eBook collections and journal databases, listed here in the course outline. See the schedule below for initial reading assignments. Additional readings may be assigned as we move through the term.

You will be provided with a sketchbook and drawing pencils as tools to learn and consider benefits of cultivating a creative habit by keeping a sketchbook. This practice helps engage in the mindful practice of observation, contemplation, and reflection. Please bring your sketchbook and pencils to all sessions.

Admission to the McMaster Museum of Art is free; admission to the Art Gallery of Hamilton is free with your McMaster student ID card.

**Assignments and Evaluation**

This course is evaluated on a Pass/Fail basis. Please note that ALL assignments must be completed and passed to earn a passing grade in the course.

Visiting an art museum quiz Due by end of first session March 1.

Descriptive Narrative Due by end of March 8 session.

Creation of personal symbol Due March 15

Sketchbook Journal Due on last session March 22 (returned/pick up after March 28)

Participation Throughout term

**Assignment Description and Evaluation Criteria**

**Complete the quiz:** [**Visiting an art museum: a quiz!**](https://forms.office.com/r/8mcQCmv6hV)

In their article, Pausing, Reflection, and Action: Decolonizing Museum Practices, the author Brandie Macdonald invites us to consider how we feel and think about visiting museums. As we begin The Art of Seeing for ARTSSCI 4MN1, we'd like to ask you to pause and reflect, and consider what your thoughts and feelings are about going to the art museum. Are your thoughts ones of excitement or fear or even dread or “all of the above?” What thoughts or emotions were stirred up when taking this quiz? What in your present or past may be influencing your thoughts/reactions? It is important to consider and reflection on your own positionality when considering your reflections.

**Descriptive narrative**

On the second week, while you are in the gallery, you will be asked to write a descriptive narrative in response to chosen work(s) of art. This will be timed exercise in which you will be given a writing prompt. You will be asked to write freely and spontaneously- not confined by grammar, syntax or spelling. For this particular exercise it is not the quality of the writing that is important but the process of allowing yourself to write freely. You will be asked to share your narrative in small groups.

**Creation of Personal Symbol**

This is a creative, design-thinking art making activity to create your own personal symbol and discuss meaning of our own symbols related to our personal lives. Think of one symbol that you believe represents you (in the present but also consider your academic and future professional identity/identities) and draw this in your sketchbook. Consider other symbols you might want to add to complement this main symbol. Be prepared to share your symbol with the group at the next session.

**Sketchbook Journal**

Students will keep a sketchbook for the duration of the course, to learn and consider the benefits of cultivating a creative habit by keeping a sketchbook. This practice helps engage in the mindful practice of observation, contemplation, and reflection. Prior to beginning this course, you will need to view the video: [How a Sketchbook can Change Your Life](https://youtu.be/mWRki37iOzg). Sketchbook art is the core of what makes Sketchbook different from any other online art resource. In this video, founder and author Danny Gregory explains the power of this simple idea to let you finally embrace your creativity and build it into your everyday life. More detailed instructions regarding the Sketchbook journal will be given during each class. **Your sketchbook will be submitted on the final day for review by the instructors (not for grading) but rather to confirm participation**. Sketchbooks will be returned to each student. They will be available for pick at the McMaster Museum of Art one week following course completion.

**Participation**

Participation will be assessed by taking into consideration your engagement during each session. You will be expected to regularly attend class (will the exception of illness, religious observances, etc.). It is expected that all assigned course material will be completed in timely fashion, you will engage in class discussions in a respectful manner and you will complete all required assignments.

**Schedule of sessions and readings**

**Pre-course work (February 23 – March 1)**

**Required reading and viewing**

View the video: [How a Sketchbook can Change Your Life](https://youtu.be/mWRki37iOzg) (9 minute video)

Brandie Macdonald (2022). “Pausing, Reflection, and Action: Decolonizing Museum Practices,” *Journal of Museum Education*, 47:1, 8-17, DOI: [10.1080/10598650.2021.1986668](https://doi.org/10.1080/10598650.2021.1986668)

Complete the quiz: [Visiting an art museum: a quiz!](https://forms.office.com/r/8mcQCmv6hV)

In their article, “Pausing, Reflection, and Action: Decolonizing Museum Practices,” Brandie Macdonald invites us to consider how we feel and think about visiting museums. As we begin The Art of Seeing for ARTSSCI 4MN1, we'd like to ask you to pause and reflect -- consider what your thoughts and feelings are about going to the museum.

**Week One: March 1: Observation and formal analysis**

# **Required reading and viewing**

# Video: [How art can help you analyze - Amy E. Herman](https://youtu.be/ubEadhXWwV4?si=B2Y7BQtInJztx2Ut) (5 minute video)

# Video: [Chasm at the McMaster Museum of Art](https://youtu.be/ymuHPjOfq9Y?si=WJhVaFRP5eciW76h) (32 minute video)

Kumagai, A. K. (2017). Beyond "Dr. Feel-Good": A Role for the Humanities in Medical Education. *Academic medicine: journal of the Association of American Medical Colleges*, *92*(12), 1659–1660. <https://doi.org/10.1097/ACM.0000000000001957>

**Optional reading**

Zazulak, J., Sanaee, M., Frolic, A., Knibb, N., Tesluk, E., Hughes, E., & Grierson, L. E. M. (2017). The art of medicine: arts-based training in observation and mindfulness for fostering the empathic response in medical residents. *Medical humanities*, *43*(3), 192–198. <https://doi.org/10.1136/medhum-2016-011180>

Sharp, C. (2022). 'Shell is Proud to Present… The Spirit Sings’: Museum Sponsorship and Public Relations in Oil Country. Museum and Society, 20(2), 172-189. doi:<https://doi.org/10.29311/mas.v20i2.3780>

**Week Two: March 8: Symbols and Interpretation**

**Required reading**

Jennifer L. Buckle & Sonya Corbin Dwyer (2023). “Embodied meaning making: Memorial tattoos as a visual expression of grief.” *Death Studies*, 47:1, 1-9, DOI: https://doi.org/10.1080/07481187.2021.1983889

Katherine N. Cotter & James O. Pawelski (2022). “Art museums as institutions for human flourishing.” *The Journal of Positive Psychology*, 17:2, 288-302, DOI: [10.1080/17439760.2021.2016911](https://doi.org/10.1080/17439760.2021.2016911)

**Optional viewing**

Artist Talk with Kareem-Anthony Ferreira, Dundas Valley School of Art, January 2024 (*link to be added)*

**Week Three: Ways of knowing and thinking about the future(s)**

**Required reading**

Kumagai, A. K. (2014). From competencies to human interests: ways of knowing and understanding in medical education. *Academic medicine: journal of the Association of American Medical Colleges*, *89*(7), 978–983. <https://doi.org/10.1097/ACM.0000000000000234>

Leah Zaidi (2019). “Worldbuilding in Science Fiction, Foresight and Design.” *Journal of Futures Studies*, [DOI:10.6531/JFS.201906\_23(4).0003](https://worldbuildingparatodos.com.br/wp-content/uploads/2021/02/Worldbuilding-in-Science-Fiction-Foresight-and-Design-Zaidi-2019.pdf)

**Week Four: Visual art and perspective-taking**

**Required Reading**

Šveb Dragija, Marta, and Daniela Angelina Jelinčić. 2022. "Can Museums Help Visitors Thrive? Review of Studies on Psychological Wellbeing in Museums" Behavioral Sciences 12, no. 11: 458. <https://doi.org/10.3390/bs12110458>

**Course Policies**

**Assignment Deadlines & Missed/Late Work:**

Students are expected to hand in all assignments on the specified due dates. Submissions more than 5 days late (for which approved accommodations have not been made via the relevant policies) will not receive a passing grade. Please note that ALL assignments must be completed and passed to earn a passing grade in the course.

**Sustainable Written Work Submission Guidelines:**

We expect most assignments will be completed in your sketchbook as part of your sketchbook journaling. All assignments and homework will be shared during class time. **Your sketchbook will be submitted on the final day for review by the instructors (not for grading) but rather to confirm participation.** Your sketchbook will be returned to each student. They will be available for pick at the McMaster Museum of Art one week following course completion.

**We request that you complete the quiz on or before March 1:** [**Visiting an art museum: a quiz!**](https://forms.office.com/r/8mcQCmv6hV)

If you wish to submit some writing assignments as written work, please note all written work should be submitted in the following format: double-sided pages, reduced line spacing (1.5 lines), exclusion of title page, sans-serif font. This can be submitted to the instructors via email.

**SENATE-APPROVED ADVISORY STATEMENTS**

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university. For information on the various types of academic dishonesty please refer to the [*Academic Integrity Policy*](https://secretariat.mcmaster.ca/app/uploads/Academic-Integrity-Policy-1-1.pdf)*,* located at [https://secretariat.mcmaster.ca/university-policies-procedures- guidelines/](https://secretariat.mcmaster.ca/university-policies-procedures-%20guidelines/).

The following illustrates only three forms of academic dishonesty:

* plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
* improper collaboration in group work.
* copying or using unauthorized aids in tests and examinations.

AUTHENTICITY / PLAGIARISM DETECTION

**Some courses may** use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. **All submitted work is subject to normal verification that standards of academic integrity have been upheld** (e.g., online search, other software, etc.). For more details about McMaster’s use of Turnitin.com please go to [www.mcmaster.ca/academicintegrity](https://mcmasteru365-my.sharepoint.com/personal/rbishop_mcmaster_ca/Documents/www.mcmaster.ca/academicintegrity).

COURSES WITH AN ONLINE ELEMENT

**Some courses may** use online elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in a course that uses online elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

ONLINE PROCTORING

**Some courses may** use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

CONDUCT EXPECTATIONS

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [*Code of Student Rights & Responsibilities*](https://secretariat.mcmaster.ca/app/uploads/Code-of-Student-Rights-and-Responsibilities.pdf) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](https://sas.mcmaster.ca/) (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University’s [*Academic Accommodation of Students with Disabilities*](https://secretariat.mcmaster.ca/app/uploads/Academic-Accommodations-Policy.pdf) policy.

REQUESTS FOR RELIEF FOR MISSED ACADEMIC TERM WORK

In the event of an absence for medical or other reasons, students should review and follow the [*Policy on Requests for Relief for Missed Academic Term Work*](https://secretariat.mcmaster.ca/app/uploads/Requests-for-Relief-for-Missed-Academic-Term-Work-Policy-on.pdf).

ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](https://secretariat.mcmaster.ca/app/uploads/2019/02/Academic-Accommodation-for-Religious-Indigenous-and-Spiritual-Observances-Policy-on.pdf) policy. Students should submit their request to their Faculty Office ***normally within 10 working days*** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

COPYRIGHT AND RECORDING

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors. The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done either by the instructor for the purpose of authorized distribution or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

EXTREME CIRCUMSTANCES

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

NOTES FOR ALL ARTS & SCIENCE COURSES

1. Some of the statements above refer to a “Faculty Office”; please note that the Arts & Science Program Office serves in this capacity.
2. It is the responsibility of students to check their McMaster email regularly. Announcements will be made in class, via A2L, and/or via the course email distribution list.
3. For additional information regarding requests for accommodation, relief for missed term work (e.g. MSAF), deferred examinations, etc., students should read carefully the [Requests](https://artsci.mcmaster.ca/forms-requests/) and [Resources](https://artsci.mcmaster.ca/current-students/resources/) pages on the Arts & Science Program website.