Since its inception in 1876, the Ontario College of Art & Design has excelled in practical and theoretical art & design instruction. To meet the challenges of the new art & design environment, OCAD recently became a degree-granting institution to integrate a rigorous academic foundation into our curriculum. We need to ensure that our students create informed, socially situated art & design while allowing them to engage fully in our new information-based economy.
rationale

OCAD = university

= studio-based can studio-based instruction shape academic courses?
= peer-review can peer-review inform writing processes?
= visual thinking can visual thinkers be visual readers?

skill sets

= reading identifying themes creates a mnemonic “roadmap” for reading
= writing tutorials replicate studio instruction, helping to verbalize/visualize writing processes
= research information literacy “sense-making” models place information into cognitively visualized landscapes
= cultural awareness inter-disciplinary curriculum and cross-listed instructors promote expanded field of academic vision
planning

proposing **spring**
proposed by Dean of Liberal Studies for:
- **3 course** credits for students
- **2.5 course** allotment for faculty
- **60 hrs** for library staff

preparing **summer**
day-long meetings were held discussing:
- **course structure** can lecture, seminar & tutorial format be accommodated?
- **chronological structure** do we follow canonical, Western European models?
- **core texts**: can we cover non-Western European literature?

schedule

braving new worlds

**chronological structure**:
- **fall**: antiquity – renaissance
- **winter**: enlightenment – modern era

**weekly schedule**:
- 2 hr lecture 150 students
- 1.5 hr seminar 5 groups of 30 students
- 1 hr tutorial 30 groups of 6 students

themes

- pursuit of meaning justice
- violence, conflict, war perception of world
- male dominance identity
- power & submission individuality
- otherness & exclusion text/subtext as critique
**themes**

**otherness/exclusion**

- **Athenian democracy**
  - Plato’s Republic for philosopher kings only?

- **Crusades**
  - Song of Roland
    - Christianity = chivalry-honour-obeisance
    - Memoirs of Usbmah Ibn-Munqidh
  - Islam = knowledge-wisdom-culture

- **Renaissance/Age of Exploration**
  - The Tempest:
    - Prospero = civilization & enlightenment or colonizer?
    - Caliban = nature & barbaric 
or the colonized other?
    - Ariel = enslaved sexuality?

- **Industrial Revolution**
  - Communist Manifesto
    - class struggle & controlling means of production
  - Religion is opiate of masses

- **Post-colonialism**
  - Things Fall Apart
    - civilization = barbarism
    - reclaiming indigenous voice

- **Victorian Era**
  - Jane Eyre = enlightenment & controlled sexuality
  - Bertha = barbaric & uncontrolled sexuality & enslaved indigenous voice?

- **Greeks vs. non-Greeks**
  - citizens vs. slaves

- **West vs. East**
  - Christianity vs. Islam

- **Industrialization**
  - The orientalized 
  - are sexualized

- **Colonialism**
  - oppression

- **Post-colonialization**
  - are women colonized?
projects
assignments

5 papers all peer-reviewed

reflection visual analysis
interpretation critical essay
creative writing

journals tracking experiences in LS One through text, images, and other media

library seminar 1 fall
visual analysis:
1. informing visualization distinguish form vs. content in art/design object
2. verbalizing the visual translate visual analysis into text; move from personal vocabularies to controlled ones
3. where do you begin? select appropriate information resource for different points in the research process

library seminar 2 winter
researching the research paper:
1. controlling information? discussion of peer-review & academic publishing: does it matter? discuss pros/cons of Wikis
2. relocating information compare searches on Google with library databases: does the context of the information influence how we use it?
3. using information primary/secondary sources in the writing process & using the ideas of others effectively & ethically