

*Note: I have chosen to share a paper that was not as successful in fulfilling the assignment, in order to illustrate how I use the Grading Rubric.*

Grading Rubric for 520 Paper

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
<b>Ideas</b>	Excels in responding to assignment. Interesting, demonstrates sophistication of thought. Thesis is clearly communicated. All ideas in the paper flow logically; the argument is identifiable, reasonable, and sound. Defines important terms, as appropriate.	A solid paper, responding appropriately to assignment. Clearly states a thesis/central idea, but may have minor lapses in development. Demonstrates a solid understanding of the ideas and concepts from the course. Attempts to define terms, not always successfully.	<b>Adequate but weaker and less effective, does not adequately respond to the assignment.</b> Overly general thesis. Presents central idea in general terms, often depending on platitudes or cliches. <b>Usually does not acknowledge other views.</b> Shows basic comprehension of sources, perhaps with lapses in understanding. If it defines terms, often depends on dictionary definitions.	Does not have a clear central idea or does not respond appropriately to the assignment. Thesis may be too vague or obvious to be developed effectively. Shows serious failures to understand the course material.	Does not respond to the assignment, lacks a thesis or central idea. Shows little or no understanding of the course material or purpose of the assignment.
<b>Organization &amp; coherence</b>	Follows the suggested organization from the paper prompt. Uses a logical structure. Sophisticated transitional sentences often develop one idea from the previous one or identify their logical relations. It guides the reader through the chain	Follows the suggested organization from the paper prompt. Shows a logical progression of ideas and uses fairly sophisticated transitional devices. Some logical links may be faulty, but each paragraph clearly relates to paper's central idea.	Generally follows the suggested organization from the paper prompt. <b>While each paragraph may relate to central idea, logic is not always clear.</b> Paragraphs have topic sentences but may be overly general, and arrangement of sentences within	<b>Fails to follow the suggested organization from the paper prompt.</b> Has random organization, lacking internal paragraph coherence and using few or inappropriate transitions. Paragraphs may lack topic	No appreciable organization; lacks transitions and coherence.

	of reasoning or progression of ideas.		paragraphs may lack coherence.	sentences or main ideas, or may be too general or too specific to be effective. Paragraphs may not all relate to paper's thesis.	
<b>Analysis and Support</b>	Work displays critical thinking and avoids simplistic description or summary of information. Uses evidence appropriately and effectively. Effectively uses relevant course materials. Sophisticated defense of ethical evaluation. The proposal is a novel and well-thought out response to the ethical evaluation.	Begins to offer reasons to support its points, using varied kinds of evidence and argument. Begins to interpret the evidence and explain connections between evidence and main ideas. Its examples bear some relevance. Uses relevant course materials. Clear defense of ethical evaluation. The proposal clearly follows from the evaluation.	Often uses generalizations to support its points. May use examples, but they may be obvious or not relevant. Occasionally uses relevant course materials. Often depends on unsupported opinion or personal experience, or assumes that evidence speaks for itself and needs no application to the point being discussed. Often has lapses in logic. Ethical evaluation is weak and brief, shows some misunderstandings of the course materials. Proposal is simplistic or unsupported.	Depends on clichés or over-generalizations for support, or offers little evidence or argument of any kind. Fails to use course materials. Simply narrates or describes, with little or no analysis. Mentions, but does not use ethical theories. Proposal is missing or unclear.	Uses irrelevant details or lacks supporting evidence entirely. Shows little or no familiarity with course materials. May be unduly brief.
<b>Style</b>	Chooses words for their precise meaning and uses an appropriate level of specificity. Sentences are varied, yet clearly structured and carefully focused, not	Generally uses words accurately and effectively, but may sometimes be too general. Sentences generally clear, well structured, and focused, though some may be	Uses relatively vague and general words, may use some inappropriate language. Sentence structure generally correct, but sentences may be wordy,	Too vague and abstract, or personal and specific. Contains several awkward or ungrammatical sentences; sentence structure is simple or	Contains many awkward sentences, misuses words, employs inappropriate language.

	long and rambling.	awkward or ineffective.	unfocused, repetitive, or confusing.	monotonous.	
<b>Mechanics and Citations</b>	Almost entirely free of spelling, punctuation, and grammatical errors. Conforms in every way to format requirements. All the references are effectively used, correctly cited and correctly listed in the reference list.	May contain a few errors, which may annoy the reader but not impede understanding. Conforms in every way to format requirements. Most of the references are effectively used, correctly cited and correctly listed in the reference list.	Usually contains several mechanical errors, which may temporarily confuse the reader but not impede the overall understanding. Generally conforms to format requirements. Occasionally references are not used effectively; some references are not cited and/or in-correctly listed in the reference list.	Contains either many mechanical errors or a few important errors that block the reader's understanding and ability to see connections between thoughts. Fails to conform to format requirements. References are not effectively used, and/or correctly cited and/or correctly listed in the reference list.	Contains so many mechanical errors that it is impossible for the reader to follow the thinking from sentence to sentence. Plagiarizes or fails to cite sources.

**Grade** 80 = B-

**Summary Comments:** This is an interesting meditation on the ethical issues that arise in the context of archives and art museums. The paper is less effective in terms of the ethical analysis—many theories are discussed, but the application to the cases at hand are not sufficiently developed. Also, the organization of the paper does not follow that from the paper prompt (something I mentioned in my comments on your presentation).

Name: Student

## 520 Final Project: Ethical Perspectives in the Arts

### Introduction

This paper explores the ethical theories and perspectives related to art acquisition and censorship in the field of museum and archives. Donations can consist of complex ethical dilemmas that not only affect the donor but also the archivist and the material itself. Censorship of artwork in a museum is another significant issue that can affect the artist, the museum, and the viewer. This paper

discusses the viewpoints of various theorists and communities including: the utilitarian, Emmanuel Kant, the Navajo, and the virtue ethicist. This essay explores these diverse approaches in order to address and evaluate the ethical theories for each scenario given. By applying these approaches to real-life scenarios, one can better determine which action to take.

The University of Arizona Museum of Art collects artwork such as paintings, sculptures, and prints; it currently holds 6,000 pieces. The Archive of Visual Arts collects items such as correspondence, photographs, paintings, drawings, and financial documents; it currently holds 200,000 pieces. The mission of the museum is to serve as a teaching & research forum of visual arts for the general public. It also serves “as an advocate for the expressive, intellectual, and sensory importance of art in society” (<http://www.artmuseum.arizona.edu/about/mission-statement>).

### **Art Acquisition**

I will be discussing the ethical dilemmas involved with accepting donations for the museum. Jill McCleary had spoken to me about the possible issues one could face when given a conflicting decision on which donations should be accepted and which should not. She had given me this scenario: An archivist can only choose one collection to accept:

**Collection 1:** Papers of a Tucson artist, includes correspondence, photographs, etc. Artist wants to give collection to the archives but has no money to offer with it.

**Collection 2:** Papers of a Phoenix artist, includes similar materials to Collection One. Artist wants to donate \$10,000 to buy supplies and care for the collection.

Ideally, the museum would like to collect papers from a Tucson artist since the location of the museum is in Tucson, however because there is no monetary value, this may cause some concerns. What are these concerns? For this particular situation, if there is no funding, then the archivist does not receive a salary and the collection may not be successfully cared for in terms of storage, preservation, and access. But do we simply accept a donation because it has monetary value? Is it ethical?

Let's apply some of the ethical theories that were highlighted within this course. From the essay titled, "Frameworks for Ethical Analysis" by Richard Spinello, a utilitarian view focuses on the greatest happiness for the greatest number of people (Spinello, 19). The utilitarian approach to this scenario may be to choose to accept collection 2 since the collection itself will be properly cared for and the archivist will have a salary. If the utilitarian would have accepted collection 1, the archivist would have no salary and the collection would not have sufficient resources, making this option less favorable because it doesn't meet the greater good.

Immanuel Kant may have a different approach since he stresses the importance of one's moral obligation and duty. Kant would argue to keep collection 1 because a monetary value shouldn't outweigh the significance of the collection itself. As discussed in Spinello's essay, "...the moral individual, for Kant, must perform actions for the sake of duty regardless of consequences" (Spinello, 24). Although collection 1 does not contain funding, Kant would argue that it is one's duty as an archivist to accept the collection because it should not be regarded any differently.

"Life Comes From It: Navajo Justice Concepts", by Robert Yazzie illustrates the Navajo perspective on ethical principles in regards to the legal system. According to Yazzie, the Navajo justice, also known as "horizontal justice" focuses on equality and

communal agreement. The Navajo perspective hones in on the future by finding solutions. In this scenario, the Navajo approach would be to accept both collections, however since the scenario only allows the archivist to choose one collection, they would select collection 1. Because the Navajo believe in finding solutions, they would accept collection 1 and find the means and resources to properly store and preserve the collection.

Virtue ethics is another ethical theory that will be applied to this scenario. Virtue ethics is based upon character and individual decision-making opposed to one's moral obligation or duty (Mathiesen, 520 Lecture, Fall 2014). A virtuous archivist would choose to accept collection 2 since it not only provides him or her with a salary but it also allows the archivist to purchase materials in order to successfully process the collection. If the archivist were to accept collection 1, he or she would not get paid for the work that they did and the materials would not be properly cared for.

### **Acquisition Evaluation**

This archive is fairly new and does not have set regulations in place. If I were to change the policy, it would be to have regulations in place before accepting donations. I also wouldn't require donations that are contingent upon one's salary. One's salary should be separate. It seems as though the archivist is alone most of the time; a committee should be present to determine the donation policy and collection policy for the archive.

One of the missions of the art museum that is highlighted on their website is: to develop, care for, and exhibit permanent collections and other collections. It seems as though they rely on donations with monetary value in order to sufficiently care for their

collections. There should be funds already set aside for archival processing. If I were to change a policy, it would be to wait until there is funding available before accepting and processing donations.

### **Art & Censorship**

Another aspect that I discussed in my presentation was the concept of art and censorship. Since art is a form of freedom of speech and can be open to interpretation, should it be censored? From the essay titled, “Blasphemy or Art: What Art should be Censored and Who Wants to Censor it?” by Curtis S. Dunkel and Erin E. Hillard, the essay discusses the reasons why art may be censored. They discuss the combination of religion and the profane in artwork and how people would find it offensive. If artwork offends, then it is most likely censored. From a study performed to gauge the level of offense, a group of participants rated several pieces of art in terms of disgust and emotional anger. The most requested piece to be censored was Serrano’s *Piss Christ* because it combined the sacred with the profane. Serrano’s *Piss Christ* is a photograph of Jesus Christ on the crucifix in a glass full of the artist’s urine.

Should the *Piss Christ* be censored? Is it ethical? If the artwork offended the majority of its viewers, then the utilitarian view would be to censor it. However, if only a few were affected by the artwork, then the piece would remain uncensored. Since the study resulted with many people in favor of its censorship, then the utilitarian approach would be to comply with the greater amount of people. The utilitarian perspective also addresses which decision will be the most beneficial (Spinello, 20).

Immanuel Kant's approach would be to not censor the artwork because art is a freedom of speech and is protected under the first amendment. One's duty would be to display the artwork regardless of the criticism. Kant is in favor of being honest and representing the truth, if we censor this artwork, then we would not be completely honest.

The Navajo approach to this scenario would be to keep those who are offended by the art in mind, because they care about the emotional aspect of the community and in that case, they would censor the artwork. However, they do highlight the importance of equality, so their approach may be to inform and advise the public of the possibly offensive artwork and only request that those who will not be offended to attend.

On an individualistic approach to this scenario, I would not censor the artwork, however I would provide a flyer detailing the content of the artwork in case people may not want to attend. I would want to keep the public informed and from there they can decide for themselves if they would like to view the art.

### **Conclusion**

Making an ethical decision is something that should require much forethought and the inclusion of various perspectives. This is important because a decision may not only affect you but others as well. When others are involved it is best to broaden the scope of ethical reasoning by applying various approaches such as utilitarian, Kant, and the Navajo perspective. There are many sensitive issues that need to be handled with care and how we decide to handle those situations is crucial in determining the outcome. Like the Navajo perspective, the future is also important to evaluate. It is best to explore the many decisions and how those decisions will affect those involved before taking a final approach.

## Works Cited

Dunkel, C. & Hillard, E. "*Blasphemy or Art: What Art should be Censored and Who Wants to Censor it?*" *The Journal of Psychology: Interdisciplinary and Applied*, 148:1, 1-21

Mathiesen, K. Lecture of Virtue Ethics:

<https://d21.arizona.edu/d21/le/content/361069/topics/files/download/2872173/DirectFileTopicDownload>

McCleary, Jill. Archivist at the University of Arizona's Museum of Art/Archive of Visual Arts.

Spinello, Richard. "Frameworks for Ethical Analysis".

<https://d21.arizona.edu/d21/le/content/361069/topics/files/download/2872155/DirectFileTopicDownload>

University of Arizona Museum of Art website: <http://www.artmuseum.arizona.edu/>

Yazzie, Robert. "Life Comes From it: Navajo Justice Concepts"

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