ARTH 502: RISK, VALUE, ACCIDENT: ART AND THE ACTUARIAL IMAGINATION

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COURSE DELIVERY GUIDE

The aim of this seminar to incubate a research problem: the largely uncharted symbioses of art and insurance. We aim to do so in the face of a virulent pandemic. As such, we will employ a mix of pedagogical methods—some venerable, some more experimental, all virtual—as we pursue our elusive target.

Course meetings: We will convene for discussion at the seminar’s scheduled meeting time. These sessions will be shortened (i.e. roughly halved) in recognition of the challenges of distance learning. Those unable to participate in the seminar’s fixed meetings due to connectivity issues, time-zone restrictions, etc. will be able to join the conversation via formal collaboration with classmates on presentations (see below), in addition to meetings with the instructor and brief response writings that will be integrated into the seminar’s discussion. Participation is typically essential to a seminar. In this case, it will be allotted a modest percentage of the final grade (i.e. 10%).

Readings: Readings have been assigned at moderate length. Normally, I would include “suggested” or “further” readings for each week of a seminar; those have been cut entirely in recognition of the difficulties of sourcing, reading and processing our complex problem in a virtual space. Instead, I will provide expanded bibliographies (in some cases, with annotations) for each week—except those with guest lecturers—on the course website. These bibliographic sources are meant for the benefit of anyone interested in developing research in said directions; they are not expected to be incorporated into weekly reading presentations.

Presentations: The seminar is scheduled to feature presentations by three parties: the instructor, students, and two guest lecturers (in sessions 7 and 11). All presentations will be recorded and made available on the course website. Seminar discussions will not be recorded.

Student presentations come in two varieties. First, each student will twice present to the seminar on assigned readings. These presentations will be collaborative (i.e. prepared by groups of two to four classmates, depending on final numbers). Since all collaborative work is expected to be done virtually, students unable to join the scheduled seminar can equally share and develop contributions with classmates who can, in turn, present videos/slides, etc. to the class. Details about the logistics of reading presentations (which represent 25% of the final grade) and a rubric for assessment will be discussed in the first week of class, then posted on the course site.

Second, each student is expected to present research-in-progress to the seminar in its final weeks. Those unable to attend may pre-circulate to a slide presentation with audio, which will be screened collectively in the seminar. Individual presentations of research will represent 25% of overall assessment.

Writing: A final research paper (40% of the final grade) will be due in the exam period. A basic rubric for assessment will be posted on the course website.
**Instructor contact:** In addition to the scheduled course meetings, I will be available at weekly, virtual office hours via Zoom. Based on need, I will identify blocks of time during the week when I can respond quickly to class-related emails. “FAQs” and responses to them will be posted on the course website, along with other appropriate channel(s) of communication.

**Terms and Conditions:** A seminar requires absolutely that all treat one another with respect.

The terms of this guide are subject to modification as conditions change, in order to provide for flexibility and to optimize course delivery. Course requirements set out in the Course Syllabus (to be distributed in the first week of class) are not subject to modification.