

Syllabus Spring 2009
FINE ARTS 252
Seminar
Thursday 2:30-3:45

Instructors: Roxanne Amico x3619 & Kevin Gallagher x3439 Robin Gerchman x3533
Office Hours- after class
Other hours by appointment.

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Steinbright Dance Offices

Course description:

Since the time of Aristotle, aesthetic theory has been debated by poets and artists. What constitutes beauty raises many questions. Whether art must be beautiful to be pleasing has been dissected by theorists for centuries. Whether “art” must convey meaning or just “be” occupies volumes. Can one class which briefly surveys the field of performance and art develop in a student a knowledge base in which to “judge” artistic merit? Attitudes toward art are shaped by social background and personal experience. This course exposes students to a basic understanding several important aesthetic theories through discussion-style format and asks the student to develop a personal, but informed criteria for viewing and understanding the arts.

Objectives:

1. Teach historical context of aesthetics
2. Demonstrate the application of theory to practice
3. Share and discuss commonly held beliefs about art

Outcome#1 Students will articulate and apply through discussion and written papers basic knowledge of western theories of aesthetics and practice

Assessment: Student will be asked to use aesthetic theories to analyze selected images, exhibits and performances both orally and in writing.

Outcome #2 Students will articulate and defend orally their own aesthetic point of view for their particular discipline

Assessment: Students will be evaluated on a 2- page self-reflection paper be submitted by the end of the term.

Outcome #3 Students will make articulate oral contributions weekly in class, demonstrating their understanding of common characteristics of all art forms.

Assessment: Students are graded weekly on their contributions to class.

Grading

20 %	Oral participation in class discussions, Facebook Group
10%	2 -page self-reflection paper
20 %	In-class group presentation and student led discussion
50%	Response papers for 10 events as scheduled; plus in-class prompts

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Required paperback textbook:

Aesthetics by Anne Sheppard
Additional readings as assigned

CRAP (in-class participation)

Comment/Review/Analyze/Participate

For each class session, you will be asked to participate in discussion about a creative work. A printed poster or image will be displayed. You will be asked to write post your comments most likely on the Group Facebook page as the image is being discussed.

Facebook Account- GROUP

We will be using a group in Facebook to share and post information and images about the arts. You are expected to participate in the GROUP.

10 Response Paper Assignments:

Submit in class (usually the next day) following the event, performance or exhibit a one page, typed response paper. The paper should be typed and in a two column format. In one column, you will comment on positive and successful aspects of the event or performance. In the other column, you will comment on criticisms and issues raised for the performance. You should focus on the art form, choices made by the performers or artists, effectiveness of those choices supported by an approach to thinking about what makes the work aesthetically valid, pleasing, important, or effective. You are required to write response papers for the 10 events on the schedule. Three copies of the paper are to be submitted in class. No electronic copies will be accepted.

In- class free writing:

Using the weekly prompt, write a response paragraph. For images and performances viewed in class, write a one paragraph response to what you are viewing. Be prepared to share some of those thoughts with the class. You must say whether you agree or disagree with the prompt.

Student Group Presentations: in groups of 5 as assigned, present a work of art, generally considered avant-garde and explain what identifies the work as being “ ahead of the crowd.” Give the historical context of the work and identify the enduring qualities the work, if any. The group will also present a prompt which relates to their chosen work. Presentations are approx.15 minutes.

Events:

3 dance, 3 theatre, 3 music, 3 art

	Date	Event	Location
1	February 4	Master Choreographers (final dress)	Muhlenberg College
2	February 25	Leader of the Pack (final dress)	CCC
3	March 2	For the Love of Food	CCC Art Gallery
4	March 19	Juried Show	Allentown Art Museum
5	March 25	Student Dance Works (dress)	CCC
6	April 1	Rosencrantz and Guildenstern are Dead	Lehigh
7	April 4	Senior Dance Projects	CCC
8	April 22	Spring Dances (final dress)	CCC
9	April 29	Spark’s Ensemble Project	CCC- Little Theatre
10	TBA	Your choice of an additional event	Off-campus

Honor Code: You are required to abide by the Cedar Crest Honor Code, the Classroom Protocol Statement and the rules governing plagiarism. This information can be found in the *Student Handbook* and the College catalog.

Documentation of Disabilities: Students with disabilities who wish to request accommodations should contact the Advising Center. See the *Student Handbook* for complete information.

Weekly Schedule for Fine Arts Seminar – Fine Arts 252 Spring 2009

Generally, the weekly format includes a discussion of the event or performance previously seen. Readings will be discussed on the day assigned.

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| Week 1 | Jan. 22 | Introduction to aesthetic theories of art; What is aesthetics?
Video <i>Why Man Creates</i> ; Chapter 1 in <i>Aesthetics</i> |
| Week 2 | Jan. 29 | Read Chapter 2 ; PPT Imitation in <i>Aesthetics</i>
Prompt: Ezra Pound |
| Week 3 | Feb 5 | Read Chapter 3 PPT Expression in <i>Aesthetics</i>
Prompt: Pablo Picasso
Discuss Master Choreographers at Muhlenberg (Feb 4) |
| Week 4 | Feb. 12 | Read Chapter 4 PPT Form in <i>Aesthetics</i>
Prompt: Magdalena Abakanowicz |
| Week 5 | Feb. 19 | The use of symbols in art; Read “The Principles of Creation in Art”
Film: <i>Night Journey</i>
Prompt: Carl Jung |
| Week 6 | Feb. 26 | What is avant-garde?; Read “ The Art of Having a Lofty Perspective”
Prompt: Rita Mae Brown
See <i>Leader of the Pack</i> at CCC(Feb 25) |
| Week 7 | Mar 5 | CCC Art Gallery; Read” The Art of Creativity”
Prompt: William S. Burroughs
Attend Artist’s talk March 2 (6-6:45) |
| <i>Spring Break</i> | | |
| Week 8 | Mar. 19 | Dance
Prompt: Magdalena Abakanowicz
See Allentown Art Museum exhibit Juried show LV Artists |
| Week 9 | Mar. 26 | Student led presentation- Group 1
Prompt: Benjamin Constant
<i>Student Dance Works</i> at CCC (Mar 25) |

Week 10	Apr. 2	Student led presentation – Group 2 Prompt: Lester Bangs (American writer) See <i>Rosencrantz and Guildenstern Are Dead</i> at Lehigh -April 1
Week 11	Apr. 9	Student led presentation- Group 3 Prompt: Rollo May (psychologist) Senior Dance Works (April 4)
Week 12	Apr. 16	Student led presentation- Group 4 Prompt: Theodor Adorno
Week 13	Apr. 23	Student led presentation Group 5 Prompt: Joseph Campbell See <i>Spring Dance</i> at CCC (April 22 dress)
Week 14	Apr. 30	Prompt: Picasso Sparks Ensemble Presentation (April 29- dress rehearsal)

Presentation GROUPS

Groups are a team from the beginning of the term. Each week that we have a discussion of an attended event, you will meet with your group for 15 minutes at the beginning of class to discuss the event. Your group will be asked before attending the event to pay particular attention to one aspect of the performance and then comment on that in class. The dates attached to your group are for the major group presentation.

Group 1 March 26

Megan Ammons
Desiree Cosgrove
Alexandra Feldman
Melissa Keiser
Carrie Moore

Group 2 April 2

Chealsea Anagnoson
Carole Ann Danner
Laura Goldman
Cinthia Marino
Meegan Schuckers

Group 3 April 9

Brittany Ankiewitz
Kylie Dixon
Alicia Grossbauer
Natalie McDowell
Yumiko Sugawara

Group 4 April 16

Kat Cancelino
Alex Giordano
Jennifer Hill
Mariah McMullen
Kaitlin Swisher

Group 5 April 23

Mandy Cloud
Leigh Anne Ehnot
Molly McPherson
Danielle Vallies
Sarah Ives
Kathleen Walsh

You will always be writing and commenting on the following aspects of each event:

1. Execution/technique of performers/skill
2. Social or political implications/function/purpose
3. Emotional impact/visceral responses
4. Visual elements- scenery/costumes/lighting-design/execution
5. Aesthetic environment/performance space/utilization of public venue/other amenities