

Syllabus Spring 2010
FINE ARTS 252
Sophomore Seminar
Wednesday 8-11 pm
Thursday 2:30-3:45 pm

Instructors: Roxanne Amico x3619 & Tim Brown x3581 Robin Gerchman x3533
Office Hours- after class
Other hours by appointment.

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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 2-3 page self-reflection paper be submitted by the end of the term.

Outcome #3 Students will make articulate and relevant 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

30 %	Relevant participation in class discussions;
10%	CRAP-spiral bound journal
10%	2-3 page self-reflection paper
10 %	In-class group presentation and student led discussion
40%	Response papers for events as scheduled;

FNA 252 Spring 2010

Texts: Readings as assigned

CRAP spiral bound journal and participation

Comment/Review/Analyze/Participate

For each class session, you will be asked to participate in relevant discussion about a creative work. A printed poster, quotation or image will be displayed. You will be asked to write about your thoughts. You will also be using these responses to develop your final self-reflection paper. The journal will be collected twice. The writing will be done in class. 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 as well. You will have 10 minutes.

Response Paper Assignments:

Submit in class (the next day) following the event, performance or exhibit a one page, typed response paper. The paper should be typed. ; you will comment on positive and successful aspects of the event or performance; 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 all events on the schedule. Submit one typed copy. No electronic copies.

Events:

	Date	Event	Location
1	February 10	<i>Godspell</i> (dress)	CCC 8pm
2	February 17	<i>My Coal Journey</i> Kathy Mattea	Moravian Foy Hall
3	February 24	<i>Trust</i> (dress)	CCC 8pm
4	March 3	Dysfunctional Art	Lehigh/Zoellner 7:30
5	March 24	Spring Dances (dress)	CCC 8pm
6	April 14	<i>Noises Off</i> (theatre)	Lehigh 8pm
7	April 21	Student Dance Works (dress)	CCC 8pm
8	TBA	art exhibit at CCC	CCC

You will always be writing and commenting on the following aspects of each event. In every case give an example to support your analysis.

1. Was the execution and or technique of performers/skill adequate, excellent , below par- Explain
2. What were the social or political implications/function/purpose of the event theme or concept and how were they conveyed?
3. How successful was the emotional impact of the event on you as an audience member – Explain
4. Where the visual elements- scenery/costumes/lighting-design executed successfully and did they support the concept of the event?
5. Was the aesthetic environment/performance space/utilization of public venue/other amenities adequate, excellent or below par. Explain why?

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 2010

Generally, the weekly format includes a discussion of the event or performance previously seen. Readings will be discussed on the day assigned. All response papers are due the day after the event.

Week 1	Jan. 21	Review syllabus and course expectations film clip <i>Creature Comforts</i> ; Journal #1
Week 2	Jan. 28	Introduction to aesthetic theories of art; What is aesthetics? (Amico) Prompt: Ezra Pound; Video <i>Why Man Creates</i> ; Handout- Thinking About the Creative Process
Week 3	Feb 4	Lecture Imitation in Aesthetics (Amico) Prompt: Pablo Picasso Writing a critique of a performance or exhibit; dissect sample critiques
Week 4	Feb . 10	See <i>Godspell</i> (8pm dress rehearsal)
	Feb. 11	Lecture- Expression in Aesthetics(Amico) Prompt: Magdalena Abakanowicz; discuss <i>Godspell</i>
	Feb 17	Kathy Mattea <i>My Coal Journey</i> (Foy Hall Moravian College) (leave at 6:30)
Week 5	Feb. 18	The use of symbols in art; Read “The Principles of Creation in Art”(Gerchman) Film: <i>Night Journey</i> Prompt: Carl Jung Lecture-Form in Aesthetics (Amico)
	Feb. 24	See <i>Trust</i> (8pm dress rehearsal)
Week 6	Feb. 25	What is avant-garde?; Read “ The Art of Having a Lofty Perspective” (Gerchman) Prompt: Rita Mae Brown; discuss <i>Trust</i> (Brown)
	Mar 3	Dysfunctional Art Lehigh / Zoellner Art Exhibit 7:30 (leave at 7pm)
Week 7	Mar 4	Read” The Art of Creativity” (Gerchman) Prompt: William S. Burroughs Final project topics DUE
<i>Spring Break</i>		
Week 8	Mar. 18	Dance and Aesthetics (Gerchman) Prompt: Magdalena Abakanowicz
Week 9	Mar. 24	<i>Spring Dances</i> dress rehearsal 8pm
	Mar. 25	Student led presentation- Group 1 Prompt: Benjamin Constant <i>Spring Dances</i> at CCC discussion (Gerchman)

- Week 10 Apr. 1 Student led presentation – Group 2
 Prompt: Lester Bangs (American writer)
- Week 11 Apr. 8 Student led presentation- Group 3
 Prompt: Rollo May (psychologist)
 Senior Dance Works (April 4)
 Lecture Copyrights, derivatives and inspiration (Amico)
- Week 12 Apr 14 *Noises Off* at Lehigh (leave at 7pm)
 Apr. 15 Erotic Art; Student led presentation- Group 4
 Prompt: Theodor Adorno
- Week 13 April 21 *Student Dance Works* (see dress rehearsal 8pm)
 Apr. 22 Student led presentation Group 5
 Public Participation in the Arts- the demographics
 Prompt: Joseph Campbell
 Discuss SDW
- Week 14 Apr. 29 Prompt: Picasso
 Lecture:The 10 Commandments of Grant Writing
 (guest speaker- Marcie Walker/grantwriter)

Student Group Presentations: in groups of 2 as assigned, make a presentation about an artist or performer working today and explain what identifies their work as important or groundbreaking . Give the historical context of their work and influences and identify the enduring qualities the work, if any. The group will also present a prompt which relates to their chosen artist or performer or their work. Do not read from a PPT. Provide a handout with picture for each class member. Presentations are approx.15 minutes

Presentation GROUPS.

Group 1 March 25

Ruth Ann Bartlett
 Elizabeth Staham

Group 2 April 1

Brandy Hill
 Jennifer Walker

Group 3 April 8

Kaycee Roman
 Kathleen Walsh

Group 4 April 15

Lauren Sadler
 Hannah Walters

Group 5 April 22

Colleen Shea
 Mary Williams