

CBM003 ADD/CHANGE FORM

Undergraduate Council
 New Course Course Change
 Core Category: Creat. Arts Effective Fall 2014

or

Graduate/Professional Studies Council
 New Course Course Change
 Effective Fall 2013

1. Department: Philosophy College: CLASS
2. Faculty Contact Person: Cynthia Freeland Telephone: 3-3206 Email: cfreeland@uh.edu
3. Course Information on New/Revised course:
 - Instructional Area / Course Number / Long Course Title:
PHIL / 1361 / Philosophy and the Arts
 - Instructional Area / Course Number / Short Course Title (30 characters max.)
PHIL / 1361 / PHILOSOPHY AND THE ARTS
 - SCH: 3.00 Level: FR CIP Code: 38 .0101 .00 Lect Hrs: 3 Lab Hrs: 0

RECEIVED OCT 12 2012

4. Justification for adding/changing course: To meet core curriculum requirements
5. Was the proposed/revised course previously offered as a special topics course? Yes No
 If Yes, please complete:
 - Instructional Area / Course Number / Long Course Title:
____ / ____ / ____
 - Course ID: _____ Effective Date (currently active row): _____

6. Authorized Degree Program(s): B.A.
 - Does this course affect major/minor requirements in the College/Department? Yes No
 - Does this course affect major/minor requirements in other Colleges/Departments? Yes No
 - Can the course be repeated for credit? Yes No (if yes, include in course description)

7. Grade Option: Letter (A, B, C ...) Instruction Type: lecture ONLY (Note: Lect/Lab info. must match item 3, above.)

8. If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title
PHIL / 1361 / Philosophy and the Arts
 - Course ID: 38510 Effective Date (currently active row): 20120827

9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)
 Cr: 3. (3-0). Prerequisites: ENGL 1303 Description (30 words max.): Introduction to philosophical topics in the visual and performing arts, including criticism, interpretation, moral issues, and cultural contexts.

10. Dean's Signature: _____ Date: 10/8/12
 Print/Type Name: Dr. John Roberts

REQUEST FOR COURSES IN THE CORE CURRICULUM

Originating Department or College: Philosophy

Person Making Request: William Nelson

Telephone: 713 743 3203

Email: philb@central.uh.edu

Dean's Signature: _____

Date: October 3, 2012

Course Number and Title: Philosophy 1361 Philosophy and the Arts

Please attach in separate documents:

Completed CBM003 Add/Change Form with Catalog Description

Syllabus

List the student learning outcomes for the course (Statements of what students will know and be able to do as a result of taking this course. See appended hints for constructing these statements):

Students will learn how philosophers at various times have defined art and aesthetic value and understand how these ideas apply to the various individual arts.

Students will improve their skills at communication through writing assignments.

Students will improve their analytical skills through reading assignments and discussion.

Students will develop teamwork skills through an in-class group exercise focusing on the articulation of criteria of quality in works of art.

Component Area for which the course is being proposed (check one):

Communication

American History

Mathematics

Government/Political

Science

Language, Philosophy, & Culture

Social & Behavioral Science

Creative Arts

Component Area Option

Life & Physical Sciences

Competency areas addressed by the course (refer to appended chart for competencies that are required and optional in each component area):

Critical Thinking

Teamwork

Communication Skills

Social Responsibility

Empirical & Quantitative Skills

Personal Responsibility

Because we will be assessing student learning outcomes across multiple core courses, assessments assigned in your course must include assessments of the core competencies. For each competency checked above, indicated the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

Critical Thinking:

Students will write an essay on one of the course's major topics, supporting their responses with ideas from the course readings. Student papers will be posted in an appropriate location online.

Example: Are comics or graffiti art? Explain why or why not using at least two distinct theories of art and applying the definitions to specific examples. Explain the consequences of treating such things as art for things like public policy.

Communication Skills:

In the same paper students will demonstrate their skills in written communication.

Empirical & Quantitative Skills:

Click here to enter text.

Teamwork:

Students will split into groups of 4-5. Each student will select a favorite artwork (film, painting, book, poem) and write a paragraph length description of the reasons why they think it a good work. Students in the group will then compare descriptions with one another's and identify the common threads in each evaluation and as a group draft a list of agreed-upon standards to which the evaluation of such works should be held. The collaborative work will be posted online.

Social Responsibility:

In the paper mentioned in (1) and (2), students will explore issues of social responsibility.

Personal Responsibility:

Click here to enter text.


Will the syllabus vary across multiple section of the course? Yes No

If yes, list the assignments that will be constant across sections:

An essay and group assignment of the types mentioned will be given in each section of the course.

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every 5 years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their course.

Dept. Signature: _____ : Rey Trevino for Cynthia Freeland

Philosophy 1361, Philosophy and the Arts, Fall 2013
Professor Cynthia A. Freeland, cfreeland @ uh.edu , 713-743-3206
Office Hours: TBA, 511 Agnes Arnold, (713) 743-3206

Learning Outcomes

1. Students will learn how philosophers at various times have defined art and aesthetic value and understand how these ideas apply to the various individual arts.
2. Students will improve their skills at communication through writing assignments.
3. Students will improve their analytical skills through reading assignments and discussion.
4. Students will develop teamwork skills through an in-class group exercise focusing on the articulation of criteria of quality in works of art.

Texts

Required

1. *But is it Art? A Very Short Introduction to Art Theory*, Cynthia A. Freeland. Published Spring 2001 by Oxford University Press; paperback version. Chapters listed on syllabus from "Freeland" are from this book. (Yes, I get some income from this book. I donate it back to the University for scholarship money. Seriously.)
2. *Aesthetics: The Big Questions*, (ABQ), ed. Carolyn Korsmeyer (Blackwell, 1998)

Recommended

1. Robert Cumming, *Art: The World's Greatest Paintings Explored and Explained*, DK Publishing, 1995. (This book is recommended to give you an excellent introduction to the interpretation of meaning and symbolism in paintings, with detailed studies of a number of great paintings in western art history.)
2. Carol Strickland, *John Boswell, The Annotated Mona Lisa: A Crash Course in Art History*, Andrews McMeel Publishing, 1992. (This book is highly recommended to give you a clear introduction to western art history from ancient Egypt up through modernism and post-modernism. If you don't know the difference between Impressionism, Expressionism, and Abstract Expressionism, but would like to, this book is for you.)

Warning

Some art to be shown and discussed in class may offend some students. This includes artwork that addresses themes about religion, race and racism, sexuality, violence, and gender identity.

Disability

If you need accommodations in this course, please notify Dr. Freeland immediately, and supply the relevant paperwork from the Office of Students with disAbilities on campus.

Plagiarism

All work in this course must be your own; be sure you have read and understood the university's academic honesty policy. Plagiarism, the use of someone else's work without proper citation, is a serious offense that can lead to an "F" in the course. This professor will regularly use Turnitin.com and other sources to check papers for plagiarism.

Requirements and Grading

Grading is done on a scale based on 100 points total. No in-class exams or final. Grades will be recorded on the WebCT Blackboard version of this course and you can check at any point to see where you stand.

10% = 10 points Attendance

20% = 20 points Art Log (5 entries required, up to 4 points each), due roughly every 3 weeks; see Course Schedule for exact dates

50% = 50 points Two take-home essay exams (25 points each). See Course Schedule for exact due dates. Essays to be posted on Blackboard via Turnitin.com.

Topics for Take-Home Essay 1

Topics for Take-Home Essay 2

See the page of Writing Tips from Dr. Freeland to find out what to do and what will be considered important for grading.

10% = 10 points In-Class group exercise defining quality in works of art

Honors Credit: See separate information sheet.

Explanation and comments:

Attendance: Attendance will be taken. Participation is part of the process of learning. This includes not simply your presence but your contributions to the ongoing dialogue in the class. The professor puts a lot of work into selecting images, music and film selections, and actual artworks to bring to class in order to assist in understanding the philosophical readings and arguments. The rationale for counting attendance as part of the overall grade is that if you miss a class you are most likely to miss seeing or hearing illustrations and explanations that are relevant to the assigned readings and essays, and this will hurt your performance. If you are 20 minutes or more late to class, or if you leave 20 minutes or more early from class, it will count as an absence. You will lose one point from your attendance score for every two classes you miss.

Art Log: See separate information page.

Take-Homes: The take-home essays format will allow some choice of topic and assignments will allow enough time for polished writing and for the use of the textbook and other research materials as resources. Take-home essays will be graded on the basis of content and also spelling, grammar, clarity, punctuation, etc. It is important for everyone to learn how to write well.

Group Assignment: See separate information page.

Late Policy: Art log submissions will not be accepted late.

Papers will be severely marked down if submitted late, and the mark-down increases with each day it is late. Submissions must be done on line using the assignment drop-box on WebCT. Exceptions, of course, are considered and usually granted in cases of documented illnesses, medical emergencies, court appearances, family care emergencies, etc. Please do not kill off your grandmother in this class! (It happens all too often, I assure you! Hence, funeral attendance is regarded with some skepticism as an excuse.)

A note on grading: The professor will grade the take-home essays and will also grade some art logs at random. The TA will grade the art logs and some of the team assignment answers.. The final grade depends on the total points. Please ask if you have any questions. The professor welcomes e-mail from students and will respond ASAP.

Topics and Course Plan

For details of the schedule and specific reading and writing assignments, please refer to the Class Schedule.

Unit One: Basics about Art, Aesthetics, and Beauty

Unit Two: Historical Paradigms and Definitions of Art

Unit Three: Art across Cultures.

Unit Four: Gender and Genius

Unit Five: How Artworks can be Interpreted

Unit Six: Art in the Digital Era