



MOUNT ROYAL
UNIVERSITY
1910

Department of General Education
Values, Beliefs & Identity Cluster

GNED 1201 – *Aesthetic Experience and Ideas*
Section 009 -- Winter Session 2015

Course outline

This course serves as a cluster two, foundation level General Education requirement.

| | | | |
|--------------------|---------------|----------------------|---|
| Class time: | TR 9:30-10:50 | Instructor: | Randy Connolly |
| Location: | EC-1170 | E-mail: | rconnolly@mtroyal.ca |
| Office: | B233-J | Office Hours: | M 10:00-11:00, TR 13:00-13:30 |
| Telephone: | 440-6061 | Web Site: | http://www.randyconnolly.com |

Calendar Description

This course examines human aesthetic responses and our capacities to interpret diverse forms of cultural expression. Students will study some of the following: literary and / or religious texts, paintings, sculpture, architecture, music, film, dance, opera, the decorative arts, as well as other forms of aesthetic expression.

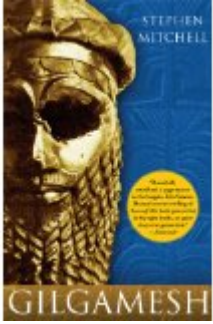
This is a multi-section course, taught differently by each of its instructors, who focus on different ideas and use different texts, assessments, and pedagogical methods to achieve the course objectives. Such variety serves as the best means to enhance learning outcomes of a diverse student population and to allow for innovations in teaching.

Topic Description for This Section: Art Under Crises and Competition

During periods of upheaval and uncertainty, art has been a vital way of expressing and critiquing contemporary visions of the good life. That is, when existing verities and beliefs appear to be no longer providing a way of adequately comprehending and controlling the uncertainties of the world, new ways of visualizing and interpreting the world are needed. Artistic expression provides an important role then within cultures because it can either try to re-establish the hold of existing worldviews or help develop new ones. In a somewhat analogous fashion, artistic expression can evolve tremendously within a cultural milieu in which individual competition is encouraged.

Through this course, students will examine a variety of historical crises and competitions and then review the aesthetic responses of that period.

Required Textbooks



Gilgamesh, trans. Stephen Mitchell (Atria Books)

Renaissance, M. Wundram (Taschen)

Greek Art, M. Wundram (Taschen)

Other readings (Homer, Thucydides, Abelard, Dante, Vasari, Machiavelli)
 [via blackboard]



Course Requirements and Mark Allocation

The final grade for this course will be determined as follows:

| | |
|---|-----|
| Quizzes (4 @ 2.5% each) | 10% |
| Midterm (February 12, 2015) | 15% |
| Paper 1 (primary source evaluation – about 6-8 pages) | 15% |
| Paper 2 (thematic research – about 8-12 pages) | 15% |
| Journal | 10% |
| Class Participation | 5% |
| Final Exam | 30% |

Grading

Percentage grades will be converted to letter grades as follows:

| | | | |
|--------|----|-------|----|
| 95-100 | A+ | 67-69 | C+ |
| 85-95 | A | 63-66 | C |
| 80-84 | A- | 60-62 | C- |
| 77-79 | B+ | 55-59 | D+ |
| 73-76 | B | 50-54 | D |
| 70-72 | B- | <50 | F |

The University's complete grading system is described in the Calendar.

Lectures

This course is designed such that in order to do well on all assignments and the exams, **good class attendance is highly recommended**. Also, try to keep in-class texting to a minimum; you can tell your friends all about your boring class *after* the lecture is over.

Submission and Return of Written Assignments

Assignments must be submitted to the instructor by the due date. In extraordinary circumstances students may request permission for a late submission. In such cases, students must speak to the instructor prior to the due date. Problems with printers, computers, transportation, the demands of paid employment, workload in other courses, romantic problems, etc. are not grounds for special consideration.

Late Submission Penalties

The penalty for late assignments is 5% per day.

Quizzes

Quizzes will take place in the first 10 minutes of specific classes. You will be given a few days notice, either in class or via Blackboard announcement, of all quizzes. If you show up late or miss a quiz day, then you will receive a zero. Certain accommodations can be made, however, for emergencies.

Writing Assignments

There are two written essay assignment as well as a weekly journal. The written assignments will provide practice in writing more substantively about texts and art and allow practice with academic formatting. The journal will provide weekly practice in thinking and writing about aesthetic experience.

Final Examination

Note: the Registrar's Office schedules the final exam. Students must be available to write the examination on its scheduled date. Rescheduling examinations on account of holidays or paid employment is impossible.

Academic Accommodation

It is a student's responsibility to request academic accommodation. If you are a student with a disability or who requires academic accommodation, and have not registered with Accessibility Services, please call that office at 403 440-6868. You must be registered with Accessibility Services to access academic accommodation.

Academic Honesty

Students are advised that plagiarism is a serious offence and are urged to refer to section "Academic Status—Integrity of Student Work" in the University Calendar. Ignorance of the requirements of the *Code of Student Conduct* will not excuse plagiarism. If you have any doubts about what constitutes academic dishonesty or you need help with the citation of sources, please contact the instructor.

The Course Website

All students will need to access the course BlackBoard website. This site contains useful information about this course, including this document. Detailed information about the assignments and how to complete them will be on the website.

University Wide Learning Aims

The Academic Plan of 2012 articulates the “aims of an undergraduate education at Mount Royal University.” Key elements of these aims are fostered as the goals of Cluster Two (below) are honoured. The liberal education core of General Education, and our Values, Beliefs, and Identity cluster specifically, entail special attention to four of these aims: critical reading, critical and creative thinking, written and oral communication, and ethical reasoning.

Critical reading and critical and creative thinking will be fostered by way of critical engagement with texts (broadly construed). Such engagement will often require the retrieval of ideas from historically remote sources. Students will hone their skills for picking out relevant ideas, identifying critical moves in argument, and reconstructing and assessing arguments for their validity. Students will learn to differentiate forms of criticism and evidence as they wrestle with conceptual claims on one end of the spectrum and empirical claims on the other end. A crucial basic habit fostered should be that of questioning things in general.

Written and oral communication will be fostered by inclusion of a strong written component for evaluation of students in all Cluster Two courses. Students will practice such key composition / articulation skills as:

- stating clearly their purpose and methodological-disciplinary orientation,
- providing explicit summaries of how their conclusion (s) are to be defended,
- debating their own informed views in dialogic fashion with the authors and ideas they encounter,
- rehearsing, in their own words, the arguments they are assessing,
- effectively structuring arguments of their own.

In terms of basic writing skills students will practice, and demonstrate:

- effective grammatical form,
- effective organization of sentences, paragraphs, and essays to achieve unity and coherence,
- effective writing style and organization appropriate to a particular purpose and audience.

In terms of verbal communication, students will receive practice in articulating their thoughts to their peers within the classroom.

Ethical reasoning will emerge as by-product of the above aims. A key habit to be fostered in students is a disposition to question all things, including the values, beliefs, and identities of themselves and others; this questioning entails ethical reasoning. Ethical reasoning also underwrites the skills of articulation and composition emphasized above

General Education Goals

Three characteristics are common to all General Education Cluster Two courses:

1. A text based approach (texts being broadly construed),
2. A presupposition-less approach to textual analysis, and
3. A strong written component for the evaluation of students.

General Education Cluster Two goals:

These courses provide students with the opportunity to critically explore the values, beliefs, and ideas that shape, and are shaped by, human experience. The understandings and senses of meaning expressed by individuals, communities, and societies through their art, music, literature, philosophy, and critical thought will be explored. Students will also have the opportunity to explore the various media through which cultural expression takes place. They will consider the impact of technology upon both the media and the content of cultural expression.

The goals of study within this cluster are:

1. An understanding of the principal ideas and cultural traditions that have informed modern Canadian society;
2. An appreciation of the diverse cultural traditions found across the world;
3. The study of texts, works of art, and bodies of thought that are of historical significance in the development of Western and non-Western cultures;
4. The study of texts, works of art, and bodies of thought that are significant in contemporary perceptions of the character of both Western and non-Western cultures, and that are significant in the interactions of Western and non-Western cultures;
5. An appreciation of influential religious, philosophical, and ethical perspectives;
6. An appreciation of contemporary understandings of the nature and development of personality, personal identity, and social interaction as expressed in psychology, philosophy, art, and other subjects and practices;
7. An understanding of the principal methods of study in the humanities and social sciences including relevant research and information retrieval skills.

We will be encountering a wide range of cultural experiences and time frames in this course as well as reading a wide variety of texts. Thus perhaps the most important of the above goals this course tries to achieve is goal #7, straight forward reading. The capacity to make thoughtful and steady progress through significant texts is an elemental skill, and acclimatizing the student to this skill is a primary goal.

Through a perspective informed by the disciplines of history, philosophy, and art history, the lectures and the readings in this course will also aim to achieve goals #2, #3, #4, and #5.

Tentative Schedule

| | Content | Assessments |
|--------------------------------|--|-------------------------|
| Jan 8 | Intro, Bronze Age Overview | |
| Jan 13 Jan 15 | Ending of Bronze Age Ending of Bronze Age | |
| Jan 20 Jan 22 | Greek Golden Age, Greek Golden Age | Quiz 1 |
| Jan 27 Jan 29 | Greek Golden Age Greek Golden Age | |
| Feb 3 Feb 5 | Greek Golden Age Greek Golden Age | Quiz 2 |
| Feb 10 Feb 12 | Greek Golden Age, Review Midterm | Midterm |
| Feb 20 Feb 22 | Reading Week | |
| Feb 27 Feb 29 | Rome Rome and late antiquity | First Essay Due |
| Mar 3 Mar 5 | Medieval Medieval | |
| Mar 10 Mar 12 | Medieval Renaissance | Quiz 3 |
| Mar 17 Mar 19 | Renaissance Renaissance | |
| Mar 24 Mar 26 | Renaissance Renaissance | |
| Mar 31 Apr 2 | Renaissance Renaissance | Quiz 4 |
| Apr 7 Apr 9 | Renaissance Review | |
| Apr 14 Apr 16 | Renaissance Review | Second Essay Due |
