

EASTFIELD COLLEGE

DIVISION OF ARTS and COMMUNICATION

HUMANITIES 1315 FINE ARTS APPRECIATION (3 Credit Hours)

TCCNS: HUMA 1315 Fine Arts Appreciation

2016 core Curriculum Foundational Component Area: 050 Creative Arts

Fall, 2016

SECTION: **41305** (Please make note of your section number which you will be required to record on all tests and assignments.) **LEC**

MEETING PLACE: 1129 (LCHS)

MEETING TIME: 2rd Period M-F (B Days)

INSTRUCTOR: Mark Lee
mplee@garlandisd.net or mplee@dcccd.edu
By consultation prior to – or following each class session -- or by appointment.

REQUIRED TEXTS: *Reality Through the Arts, Eighth (Seventh) Edition*
By Dennis J. Sporre ISBN-13: 978-0-205-85822-4
ISBN-10: 0-205-85822-8

COURSE DESCRIPTION:

Humanities 1315 is a course designed as an introduction to the Arts: such as (but not limited to) Music, Visual, Architecture, Theatre, Dance, and Cinema. This course focuses on the fine and performing arts and the ways in which they reflect the values of civilizations. (3 Lec.)

Coordinating Board Academic Approval Number 5001015126
maximum SCH per student 3
maximum SCH per course 3
maximum contact hours per course 48

HUMANITIES IN THE NEW CORE

The core of learning in college is a set of courses that will provide you with the knowledge, skills and educational experiences you need to succeed in higher education. Those classes - called the Core Curriculum - are the courses that lead to an associate degree from DCCCD and which then transfer to four-year colleges and universities.

This solid foundation of Core courses enables you to meet the challenges of your entire college career head-on, and transfer important credits to another college or university while saving yourself time and money. Core courses are guaranteed to transfer to Texas public colleges and universities.

TIER 2 - CORE DOMAINS

Courses in Tier 2 reinforce and apply the knowledge and skills that you learned in Tier 1.

Humanity, Creativity, and the Aesthetic Experience – HUMA 1315 is in this category.

Exploring what makes us human, the nature of the creative impulse, and the value of beauty in our lives is the focus of this study. This learning category broadly focuses on the value of literature, philosophy, and the *visual and performing arts*. You will be able to critically analyze and form artistic judgments about the arts and humanities.

TEXAS STATE REQUIREMENTS

Humanities.1315 is designed to fulfill the core requirement termed *Humanities and Visual and Performing Arts*. The Coordinating Board defines this curricular area's objective as follows:

*The objective of the **Humanities and Visual and Performing Arts** in a core curriculum is to expand students' knowledge of the human condition and human cultures, especially in relation to behaviors, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy, and the visual and performing arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities.*

CORE OBJECTIVES

Critical Thinking – to include creative thinking, innovation, inquiry - and analysis, evaluation and synthesis of information

Communication – to include effective development, interpretation, and expression of ideas through written, oral and visual communication

Teamwork – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

CORE OBJECTIVE DEVELOPMENT STATEMENTS

HUMA 1315 develops **Critical Thinking and Communications** by requiring students to analyze and interpret various works of art, through cultural, social, iconographic, style, and technical significance in essays, presentations, and multiple-choice format quizzes.

HUMA 1315 develops **teamwork** by requiring students to work on a team task where they must interact with others on the team, contribute to the team effort, advance the effort of the team, and be supportive of the team climate, aware of the behaviors under each student's individual control.

HUMA 1315 develops **social responsibility** by requiring students to identify works of art that are relevant to civic engagement and one's own view and participation in civic life, and to demonstrate knowledge of the complexity of the artistic influences on U.S. culture.

INTELLECTUAL COMPETENCIES

Humanities.1315 satisfies the Core Curriculum **Intellectual Competencies** defined by the Texas Higher Education Coordinating Board as follows:

- **READING:** the ability to analyze and interpret a variety of printed materials (books, documents, and articles) above the 12th grade level
- **WRITING:** the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience above the 12th grade level.
- **CRITICAL THINKING:** the ability to think and analyze at a critical level
- **COMPUTER LITERACY:** the ability to understand our technological society, use computer-based technology in communication, problem-solving, and information acquisition.

EXEMPLARY EDUCATIONAL OBJECTIVES

Humanities.1315, as part of the Core Curriculum, satisfies the following **Exemplary Educational Objectives** in Humanities and Visual and Performing Arts as set forth by the Texas Higher Education Coordinating Board. These objectives are to assist students in acquiring the skills to enable them in demonstrating awareness of the scope and variety of works in the arts and humanities -

- understanding those works as expressions of individual and human values within an historical and social context
- responding critically to works in the arts and humanities
- comprehending the physical and intellectual demands required of the visual or musical artist
- articulating an informed personal reaction to works in the arts and humanities
- developing an appreciation for the aesthetic principles that guide or govern the humanities and arts
- demonstrating knowledge of the influence of the arts on intercultural activities

COURSE OBJECTIVES with Core Curriculum Intellectual Competencies (CCIC) Alignment:

The primary objectives of this path of study through Fine Arts Appreciation are:

To gain an understanding of the term ‘humanities’ and the role the arts play in it. [This goal aligns with CCIC 1-6]

- To develop an appropriate vocabulary for discussing form and content in relationship to the arts [This goal aligns with CCIC 1-5]
- To define the creative process and deepen our awareness of the reasons humans create [CCIC 1-6]
- To deepen our understanding of how the arts reflect time and place, [CCIC 1-6] and
- To enhance our skills in critical analysis [CCIC 5]

Related objectives are to:

- Develop an broader awareness of community offerings in the arts [CCIC1 2,, 4 and 6]
- Develop an understanding of how the arts express human values. [CCIC 1-6]

Experiencing a variety of exhibitions and performances as learning activities is fundamental to meeting these course goals. This process of exploration should result in a clarification of one’s own values and their relationship to the values of others.

STUDENT LEARNING OUTCOMES

Upon successful completion of this course, students will:

Employ formal elements and principals to critically analyze various works of visual and performing arts.

Articulate the creative process of artistic works as expressions of human experience and cultural values.

Demonstrate an understanding of the aesthetic principles that guide the creation of, and response to, the arts.

Describe the relationship of the arts to everyday life

LEARNING ACTIVITIES

At minimum, this course incorporates the following learning activities. Your professor may add more activities to this list.

- A. Attendance at and critical review of specified events (i.e., film, museum visits, music, dramatic, and dance performances)
- B. Preparation of written and oral assignments.

C. Research based assignments, tests, and projects.

D. Class participation in discussions, projects, audio/visual exercises (including online discussion board and online chat sessions scheduled by the instructor.)

HUMA.1315: CATALOG DESCRIPTION

Humanities 1315 Is about the processes and products of creativity. It starts in that mysterious world and impulse called creativity and ends with paintings on museum walls, sculptures in gardens, massive buildings in public spaces and music in the symphony hall and even over your I-pod.

The course should lead you to explore your own creative potential; to question how you grow and become open to a larger world. It will give you the vocabulary to discuss how the arts effect you and how to become more critical and analytical and, in turn, more appreciative and sensitive.

The Texas Higher Education Coordinating Board recently issued this revised course description for Humanities 1315: *Understanding purposes and processes in the visual and musical arts including evaluation of selected works.*

CLASSROOM POLICIES

*Since every student is entitled to full participation in class without interruption, all students are expected to be in class and prepared to begin on time. Unless otherwise directed, all pagers, cell phones, electronic games, radios, tape or CD players or other devices that generate sound must be turned off when you enter the classroom – and attached earphones removed. Food must not be consumed during the class period. Please make necessary rest room visits prior to entering the class. Only a dire emergency justifies leaving the class early. Do not leave the class until the instructor dismisses you. Disruption of class, whether by latecomers, noisy devices or inconsiderate behavior will not be tolerated. Repeated violations will be penalized and may result in expulsion from the class. **Additionally: it has become necessary to require that students refrain from checking text messages on cell phones. Also, you must refrain from working on any other course work during the class period.***

COURSE / STUDENT LEARNING OUTCOMES AND ASSESSMENT

In response to an emphasis to assess outcomes in student learning (created, in large part, by the Southern Association of Colleges and Universities – the accrediting agency) the District Humanities Discipline Committee adopted an assignment for this purpose. Writing a Formalist Critique of an artwork or event was chosen as the task that would best reflect what the student learns in Humanities 1315.

You will be asked to write a pre and post course critique(s) of an artwork(s) and select a living artist for your SEMESTER PROJECTS.

All students enrolled in Humanities 1315 are expected to:

1. Be familiar with the Student Code of Conduct and observe its requirements. The Code can be found on pages 49-55 in the EFC 2000-2001 catalog;
2. Be familiar with all course requirements assigned in class and written in this syllabus;
3. Be familiar with the contents of this syllabus;
4. Inform the instructor of your intention to drop the course, should that action become necessary.

EVALUATION AND GRADE CALCULATION

Grading in Humanities 1315 is based on a cumulative point system. All assignments and exams are valued at 100 points each.

Grading is determined in following manner (or in close approximation of +/- 5% points)

25% = Attendance; 25% = Tests, Quizzes & Exams; 25% = Semester Projects; 25% = Assignments

NO MAKE-UP TESTS ARE GIVEN.

Grading Scale:	100-90	A
	89-80	B
	79-70	C
	69 & below	F

Major Assignments and Examinations will not be accepted late. There are NO Make-Up Tests, Exams, or Quizzes.

Though actual number of tests given and their individual composition may vary at the discretion of the instructor, the following is a list of the chapters that will be covered this semester. (Please see a more complete list of activities and objectives elsewhere in syllabus.):

	Introduction	Creativity and the Arts
<i>TEST ONE</i>	Chapter One	Pictures, Drawing, Painting, Printmaking, and Photography
<i>TEST TWO</i>	Chapter Two & Three	Sculpture & Architecture
<i>TEST THREE</i>	Chapter Seven	Cinema
<i>TESTS FOUR-FINAL</i>	Chapter Nine & Twelve	Ancient Approaches & Artistry in an Age of Industry

OBTAINING YOUR FINAL COURSE GRADES USING e CONNECT:

Grade reports are no longer mailed. Convenient access is available online. Use your student identification number when you log in to e-Connect, an online system developed by DCCCD to provide you with timely information regarding your college record. Your grades will also be printed on your **Student Advising Report**, which is available in the Admissions Office. Web site address: <http://econnect.dcccd.edu/>.

COURSE OUTLINE

INTRODUCTION: Back to Basics -- Tracking the Sources of the Creative Impulse and What Makes Artists Tick?

Although this Unit is based on thoughtful reading assignments, it provides the conceptual foundation for the remainder of our studies. Primarily the question of creativity will be explored in detail. Psychological models, interviews with artists, and films will offer diverse interpretations of creativity. Group projects and assignments will engage you in the process of self-exploration and you will inventory your own creative potential.

Materials:

Handout: "Art" by Jack Myers
 Handout: "The Mind In The Cave"
 PowerPoint Various: tba
 Presentation: *Why Does Man Create, What is Art? What is Creativity? What is Reality?*
 Film: *TB*
 Film: *The Power of Myth* by Joseph Campbell
 Text: "Introduction" Pages 12 -28

Activities:

Individual and Group Responses – Written and Oral
 Class Discussions
 Collaborative Projects
 Lectures

Assignments/Assessments/Tests:

Assignment One: Personal Inventory (EEO 4)
Assignment Two: Creativity Interview and Self-Assessment (EEO 1, 4, 5)
Assignment Four: Figure Elaboration (EEO 4)
Test One: (EEO 1, 2, 4, 5)

CHAPTER ONE (Ref: Chap. Twelve): Pictures, Drawing, Painting, Printmaking, and Photography

This exploration of the two-dimensional arts will expose you to the vocabulary of the arts and the tools of critical analysis. You will learn a critique format that will be used in the analysis of all the arts studied in Humanities 1315. You will also learn the Elements of Form and Principles of Design that govern the arts and the humanities.

Materials:

Chapter One, Text

Films: Picasso Magic, Sex, and Death; the Impressionists

Handout: The Critique

Class Lectures Utilizing PowerPoint Images of Art Works to include: the Renaissance, Impressionism, Post Impressionism, Modern, and Post Modern

Activities:

Class Discussion

Group Work on Various Artists

Lecture

Guided Visualization: <http://www.mhhe.com/humanitiesstudio>

Museum Visit: Metropolitan Museum of Art

Assignments/Assessments/Tests:

Assignment Five: Comparison of Two Paintings (EEO 3, 5, 6)
Assignment Six: Basic Shape Diagram and Line Analysis (EEO 3, 5)
Assignment Seven: The Critique (EEO 3, 5, 6)

Writing Assignment: The Critique (This is separate from Assignment 7) (EEO 3, 5, 6)
Test Two (EEO 3, 4, 5, 6)

CHAPTER TWO: Sculpture

This unit continues a study of the visual arts as expressed in three-dimensional works of sculpture both ancient and modern. It will be a shorter study than the previous unit but will utilize the same and expanded vocabulary and critical skills.

Materials:

Chapter Two, Text

Films: tba

Class PowerPoint Lectures

Activities:

Actual and/or Virtual Museum Visit: Metropolitan Museum of Art: Hall of Antiquities
Group Projects & Individual Photo Assignments
Critique

Assignments/Assessments/Tests:

Assignment 8: Sculpture Critique (EEO 3, 5, 6)
Test Three (EEO 3, 5, 6)

CHAPTER THREE (Ref: Chap. Nine): Architecture This unit explores the role of architecture in society and in the life of the individual. Attention will be paid to historical architectural styles with emphasis will be on the elements and principles.

Materials:

Chapter Three, Text
Handouts: Tadeo Ando and / or tbd
Films: Sketches of Frank Gehry

Activities:

Photo Assignment
Class Listening to Selected Compositions
A Critique

Assignments / Assessments/Tests:

Assignment 9: Critique (EEO 3, 5, 6)
Test Four (EEO 1, 2, 3, 4, 5)

CHAPTER SEVEN: Cinema (and Photography)

This unit explores the basic intent of cinema as an art form. It also explores its history and future. There may be workshops during this study of films, from American classics and to European *avant garde*.

Materials:

Chapter Five, Text
Handout: Various
Films: Various Clips

Activities:

Film Viewings
Class Lectures/Discussions
Workshops

Assignments/Assessments/Tests:

Critique of a Dance Performance (EEO 1, 2, 3, 4, 5, 6)
Test Five (EEO 1, 2, 3, 4, 5, 6)

All students will read “The Immortal Life of Henrietta Lacks” by Rebecca Skloot, the current Eastfield College Common Book Project or “*The Dubliners*” James Joyce’s collection of short stories, then select a story (-ies) and produce a one page type-written critique of the work. James Joyce is considered by many discerning critics to be the greatest writer of the 20th century. See if you agree.

ACADEMIC HONESTY

Scholastic dishonesty is a violation of the Code of Student Conduct. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion.

As a college student, you are considered a responsible adult. Your enrollment indicates acceptance of the DCCCD Code of Student Conduct *published in the DCCCD Catalog at* <http://www1.dcccd.edu/cat0506/ss/code.cfm>

Cheating includes copying from another student’s test or homework paper, using materials not authorized, collaborating with or seeking aid from another student during a test, knowingly using, buying, selling, stealing, or soliciting the contents of an un-administered test, and substituting for another person to take a test.

Plagiarism is the appropriating, buying, receiving as a gift, or obtaining by any means another’s work and the unacknowledged submission or incorporation of it in one’s own written work.

Collusion is the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements.

Academic Dishonesty is a serious offense in college. You can be given a failing grade on an assignment or test, can be failed for the class, or you can even be suspended from college.

ADA STATEMENT

Students with a physical, mental or learning disability who require accommodations should contact the college Disability Services Office in C237. Call 972.860.8348 or email efcdso@dcccd.edu.

You may find it necessary to read each assignment more than once.

Outside research is encouraged unless stated otherwise. Study groups are also helpful.

Assignments will be typed unless otherwise noted and will not be accepted late.

Exams and other assignments will not be returned but become property of the instructor.

Keep copies of all work submitted.

WEB SITE ADDRESS: <http://prenhall.com/sporre/>

Humanities 1315 is designed to fulfill the core requirement termed *Humanities and Visual and Performing Arts*. This curricular area's objective is defined by the Coordinating Board as follows:

*The objective of the **Humanities and Visual and Performing Arts** in a core curriculum is to expand students' knowledge of the human condition and human cultures, especially in relation to behaviors, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy, and the visual and performing arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities.*

Since this three hour requirement is, to some degree, required by the Coordinating Board of the State of Texas, certain objectives are established by the State. Humanities 1315 to the degree possible, adopts the following Coordinating Board Exemplary Objectives:

1. To demonstrate awareness of the scope and variety of works in the arts and humanities;
2. To understand those works as expressions of individual and human values within an historical and social context;
3. To respond critically to works in the arts and humanities;
4. To articulate an informed personal reaction to works in the arts and humanities;
5. To develop an appreciation for the aesthetic principles that guide or govern the humanities and arts;
6. To demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences.

Additionally, The Texas Higher Education Coordinating Board requires that courses in the Core help students achieve eight perspectives. Humanities 1315 will help the student with the following two **perspectives**:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives and to understand the responsibilities of living in a diversified world;
2. Develop the ability to make aesthetic judgments.

TOPICS OF STUDY

Following are topics to be covered in Humanities 1315. Also listed are activities and assignments associated with the topic as well as the course objective addressed by the topic. Objects are abbreviated according to the Coordinating Board's Exemplary Objectives listed above. The abbreviation for Exemplary Educational Objectives is **EEO**.

Briefly the Introductory Unit explores the impulse to create -- its roots and origins. It also explores the definition of the arts and how they relate to the societies that birth them as cultural expressions of the human's myths and deep seated beliefs in meaning.

The following units explore various arts forms: two-dimensional visual arts, sculpture, music, dance, and architecture. The objectives with each topic are to:

- a. **master** the vocabulary of elements and principles that govern creativity in the respective art forms;
- b. **respond** to exemplary art forms critically;
- c. **understand** the art forms as cultural/chronological expressions.

***Please note: Eastfield College's Last Day to Withdraw "W" is Thursday, November 17, 2016**

The instructor reserves the right to amend this syllabus as deemed necessary and/or suitable without prior notice.

