

Course Title: Global Arts—Windows into the HeARTS of Other Cultures

Course Description

Can we appreciate the arts of cultures foreign to us? Is a translation process necessary? Does a culture's sense of time and space effect its artistic expressions? Study of global arts provides a helpful window into the hearts of other cultures, and back again to our own. We will expand our understanding of our ways of thinking/sensing/feeling to prepare for a comparative exploration of artistic practices within four distinct cultural contexts. We will survey the past and present in search of clues to common themes and ideas while discovering unique cultural views encountered.

Course Objectives/Learning Outcomes

Upon successful completion of this course students will be able to:

1. Apply ethological and anthropological approaches and critical thinking to the study of the arts as learned cultural behavior;
2. Describe the foundations of the cultures out of which the artistic ideas and practices examined in class arose;
3. Discuss links between artistic practices and myriad other manifestations of cultural values and sensibilities.

<p>Required Texts: Do not purchase: all will be on BLACKBOARD e-reserve Supplemental Texts: BLACKBOARD "course documents"</p>

Assignments

Discussion board: Students will participate in **11 discussion board forums** to address issues/questions posed for discussion within the unit lessons.

Calendar for Discussion board postings:

(Each assignment listed is explained within the **learning content area** on BB with which it is associated, and the **due dates** for assignments are also in the learning content area. Except for the first discussion board, there are **always two due dates** for discussion postings – one due date for *initial* posting, and a second due date for *follow-up* postings.

Grading: 100 pts possible

Discussion board: 11 assignments: 9 @ 6pts each; 2 @ 8 pts each = 70 pts. Discovery and exploration of ideas. A **single** substantive entry by the **due date for grading (the 2nd due date for each assignment)** is worth half the points available for each assignment. **Two or more substantive responses** to classmates' postings will earn the full points.

What is a *substantive* entry and response? I am looking for clear evidence of your having read and thought about the course materials, and the implications of ideas – so, quote and paraphrase from other texts (assigned or ones found on your own) as needed to make clear connections between and among your ideas and those of others (including other students). I am looking for well-edited text that is free of sentence-level errors, so don't just dash these off in a hurry – Blackboard allows you to modify your discussion board postings, so even after you click “submit” you can re-think and revise your ideas. In posting follow-ups to other students' posts, it is *not sufficient* simply to note your agreement or disagreement with a point made: a **substantive response** extends, develops, elaborates upon, problematizes, or in some other way maintains and enhances the substance of the points, questions, issues, or arguments offered earlier.

Final Paper assignment 30 pts

A 5-7 page essay (double space, size 12) using your clearest and most polished writing, with notes and bibliography (any standard style is acceptable).

I invite you to conceive and construct a paper around any topic in/of/about the arts (as you define that term) that interests you. I am providing some readings that have proven useful in the past in kick-starting a number of different topics. These readings are available to you in pdf format in the “course documents” section of Blackboard. I do not expect you to read all of them. What I would like you to do is to have a look at whichever one(s) of them seems of possible interest, and perhaps to use one or more of these readings as a *departure point*, or perhaps even as an *ally*, or *adversary*, in developing your ideas and in constructing your paper.

You are not restricted to the readings I have provided; you may go in another direction using materials you find on your own. Some of you may write a paper that dives into and really works with a single source, and others may work with many sources. There is no best way, just as there is no best topic.

As I read your paper, I hope to understand your interest and to see clear evidence of ideas about it that you have excavated and explored – ideas from readings, experiences, and from any other sources. I welcome personal opinions, but I want these to be *grounded/explained* in your research and experience, and thinking, rather than merely *stated*. If you feel, or think, or believe x, y, or z, say *why*, and say *why it matters* (what *impact* it has on the other ideas in the paper, on people with whom you work, on teaching, on art-making, etc ...)

Grading scale for the course:

95-100	A	80-84	B
90-94	A-	75-79	B-
85-89	B+		