



Alliant International University

FAR 1000: Introduction to the Arts

Instructor:
Office Location:
E-mail:
Office Telephone:
Office Hours:
Class Location:
Units: 3

COURSE DESCRIPTION

FAR 1000: Introduction to the Arts is an investigation into artistic perception, creativity, aesthetics, criticism and meaning. We will examine techniques and forms of visual and performing arts of the world and the course includes critical thinking and individual creative projects.

COURSE PURPOSE

You will gain both an insider's and outsider's appreciation and understanding of the various fields and disciplines of art—literary, visual, and performance (music, dance, theater, etc.) and how they manifest in their own distinct terms—their ways of being and their forms of production—and how they relate or “speak to” one another within and across disciplines, cultures, and historical epochs. Another way of putting it is that we will differentiate the various art forms from each other and then try to integrate them within our own understanding and experience. You will come away with a deeper and broader appreciation of the artist's vital function in and contribution to society and culture.

SPECIFIC COURSE LEARNING OUTCOMES AND ASSESSMENT

This course is intended to

1. Expose you to various artistic exemplars of Literature (poems, short stories, plays, essays); Art (paintings, sculptures, drawings and more); Music (songs, instrumental works); and mixed genres (dance, opera, theater, computer art, film, etc.)

2. Address questions of what makes works of art successful, influential, and impactful.
3. Familiarize you with some of the main artistic, social, and cultural concerns artists and art critics grapple with as they go about their creative and critical work.
4. Familiarize you with the key language and terminology used in the study of the various arts.
5. Deepen your understanding of some of the basic critical approaches and issues relating to the various arts and their genres.
6. Foster the further development of your analytical, critical, and creative thinking skills through writing and speaking about the arts (and through trying your own hand at artistic productions).
7. Provide you with a useful template for “integrating” the arts to each other, to society, culture, and history, and to yourself.

Assessment: Your learning will be assessed through a number of the following:

- classroom and online participation
- examinations (objective and/or essay)
- individual presentations or projects
- in-class and out-of-class written and oral responses to readings, viewings, and listenings
- academic papers
- created artworks (poems, songs, drawings, etc.)
- artistic field trips and reports (e.g., museum, play, opera, dance recital, poetry reading, etc.)
- portfolio of class materials
- online discussion board responses
- online research

COURSE DESIGN

The course is organized around an exploration of themes through your engagement with a variety of artistic productions. The themes are Myth and Story as Perennial Influences; Nature in Art; Rhythm in Art; Romantic Love; Seeing; Troubles; Avant Garde; Industrial; Illusion; Solitude; Hope, Love, Wonderment; Solace; Dreams; Innovation; Questions; Broken Pieces; Magic; The Edge and Beyond the Edge.

Each theme is organized around core works of art from a specific art form, which is, in turn, surrounded by related art works from other art forms from different historical periods and cultural settings. Related musical and artistic clusters will include folksongs and ballads, rhythm and blues, rock ‘n’ roll, country and

western, Rap and Hip Hop, Indian *ragas*, and musical theater. Various paintings and literary works will be considered as well.

INSTRUCTIONAL STRATEGY, COURSE PROCEDURES, AND STUDENT RESPONSIBILITIES

FAR 1000 is essentially a reading, listening, viewing and participatory lecture, on-ground discussion course. You'll **read** the literary works, **see and study** the visual art objects, and **listen** to the assigned music by their assigned due dates. I'll present additional material in class and online, and you'll be encouraged to respond through discussions (spoken and written), projects, assignments, presentations, field trips, and/or papers.

Plan on spending at least 8-10 hours a week on fulfilling the online (and homework) part of the class (i.e., engaging in discussion boards, any other assigned activities, reading and studying the assigned course documents, studying art work reproductions, listening to music, creating various art works yourself and posting them and sharing them in class, etc.)

You're being asked to go on two "artistic field trips" and report on them in the discussion board and in the classroom. Some possible venues: music concert, poetry reading, opera, play, art museum, photography exhibit, painting exhibition, etc. For these assignments, I'm asking you to attend two events you normally wouldn't—or haven't. For example, if you've been to rock concerts but never been to an opera, try one; if you've never attended a modern dance recital, please, plan on going. I recommend you get together with a few classmates or friends and make an evening or afternoon out of it. Plan on bringing me "proof" of attendance—ticket stub, your time-stamped picture with the star performer ☺, etc.—anything that evidences your presence at the event/venue.

Description of Course Requirements and Assessment Methods: Your grade for the course will be based on how many points you earn out of a possible 1,000. Here is the breakdown of the point system:

Quizzes (2 @50 points each)	100
Midterm Exam on Art terminology	100

Art Products: Complete any two of the following (100 points each):

Write a poem	
Write a song	
Draw	
Paint	
Sculpt	
Perform (a song, a dance, a soliloquy)	200

In-class Oral Report on two works of art (each from a different art form) 100 each	200
Individual Project, Presentation, or Paper)	100

Field trip(s) attendance and report(s) (100 ea)	200
Final exam (value essay)	100

Total	1000
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The following grade ranges will apply in this course:

Grade	Points Earned	Interpretation
A	940 - 1,000	Exceptional
A-	900 - 939	Excellent
B+	870 - 899	Very Good
B	840 - 869	Good
B-	800 - 839	Quite Good
C+	770 - 799	Better than Satisfactory
C	740 - 769	Satisfactory
C-	700 - 739	Still Satisfactory
D+	670 - 699	Barely satisfactory
D	640 - 669	Marginal
D-	600 - 639	Barely marginal
F	590 and below	Failing

Course Readings and Materials

All course materials—copies of poems, stories, reproductions of paintings, music sound files, etc.— will be posted in Moodle or on an accessible web site, or will be brought to class as various handouts or listening materials. Some materials may be posted as links to other web sites. You, too, will have opportunities to bring in various art productions for sharing in class.

Note: By its very nature, there may be art that is disturbing to some individuals. Some of the paintings, literature, or music in this class may contain language, references, and / or representations of adult-themed content. If there is a particular work that you would rather not study please let me know - we can find an alternate work for you to examine.

POLICIES AND PROCEDURES

Behavioral Expectations/Attendance

Alliant International University expects regular class attendance by all students. You are responsible for all academic work missed during absences. When an absence is necessary, contact me as courtesy and check for any missed assignments with a classmate. See the University Catalog for the complete policy on attendance. Excessive unexcused absences, lateness, leaving early may affect your final grade for the course.

Responsibility to Keep Copies

Remember – it is good practice to keep two electronic copies in two different places (e.g., computer as well as a flash drive) of ALL major assignments/papers you turn in. On rare occasions, work may be lost because of computer failure or other mishaps.

Respectful Speech and Actions

Alliant International University, by mission and practice, is committed to fair and respectful consideration of all members of our community, and the greater communities surrounding us. All members of the University must treat one another as they would wish to be treated themselves, with dignity and concern.

As an institution of higher education, Alliant has the obligation to combat racism, sexism, and other forms of bias and to provide an equal educational opportunity. Professional codes of ethics (e.g., from the APA for psychology students) and the Academic Code shall be the guiding principles in dealing with speech or actions that, when considered objectively, are abusive and insulting.

Academic Code of Conduct and Ethics

The University is committed to principles of scholastic honesty. Its members are expected to abide by ethical standards both in their conduct and in their exercise of responsibility towards other members of the community. Your conduct is expected to be in accordance with the standards of the University. The complete

Academic Code, which covers acts of misconduct including assistance during examination, fabrication of data, plagiarism, unauthorized collaboration, and assisting other students in acts of misconduct, among others, may be found in the University Catalog. The University reserves the right to use plagiarism detection software.

Disability Accommodations Request

If you need disability-related accommodations in this class, please see me privately. All accommodations must be requested in a timely manner with a letter of support from Alliant's Office of Disability Services. If you have questions about accommodations, please contact the Office of Disability Services.

Policy on Course Requirements During Religious Holidays

Alliant International University does not officially observe any religious holidays. However, in keeping with the institution's commitment to issues of cultural diversity as well as humanitarian considerations, faculty are encouraged to appreciate students' religious observances by not penalizing them when they are absent from classes on holy days. Alliant International University faculty will be sensitive to these matters. Students should be similarly respectful of faculty members' right to observe religious days.

Resources for Obtaining Tutoring or Other Student Support Services

Tutors are available to help students with course-based or exam-based needs. Contact the Director of Student Support Services for information on obtaining tutoring – or other student support services – on your campus.

Problem Solving Resources

If problems arise with faculty, other students, staff, or student support services, and you can't get them solved with the persons directly involved please contact the Program Director or Dean.

Weekly Schedule Overview

Please note: occasionally items may change; check every week, and be guided by what is in the week-by-week schedule in Moodle and any adjustments posted in the Announcements page.

All of the art works listed will be posted in Moodle. Some will be brought to class in one form or another to be read, seen, or listened to. Every week, Discussion Board questions and topics will be designed to allow you to explore, elaborate on, and research more fully the art works in question and related issues.

Class 1

Theme: Myth and Story as Perennial Influences

Daedalus and Icarus
Icarus Dryden
Icarus Breughels
Daedalus and Icarus Pechaux
Daedalus and Icarus, Landon
Icarus, Matisse
Icarus Kent Lew
Icarus poems
Icarus in popular music
A Few Icarus Music Links
Various Icarus lyrics
Judy Garland "Over the Rainbow"
Furtiva Lagrima - Enrico Caruso
Pavarotti & James Brown Duet
MSG Narrative Director's Reel
MSG Writer's Book of Days
Clair de Lune - DEBUSSY, Classical
Music #4 Piano Instrumental Moonlight
HD Claude Twilight Claire
Lola Astanova - Virtuoso piano inspired
by Rihanna's Don't Stop The Music
PIERRE CARDIN Space-Age 1970
Futurism The Look Of Love
SPACE-AGE Fashion Futurism THE
PERSUADERS 1969 1974 MOOG
Procol Harum - A Whiter Shade Of Pale
(From "Live at the Union Chapel")
More - (Theme from Mondo Cane)
(Video & Sung by Wim)
Eartha Kitt - Never on a Sunday
Eartha Kitt 1962 - I Had a Hard Day Last
Night

Class 2

Theme: Myth and Story as Perennial Influences II

Encyclopedia Mythica
Japanese Mythology
The Project Gutenberg EBook of Myths
and Legends of China
Native American Myths
Magic Realism

People interact with 3D paintings at the
Magic Art exhibition in China
The Red Plum Blossoms
Spring of West Lake

Class 3

Theme: Nature in Art

"Love Cycle" a Nigerian Poem
Bierstadt
Bierstadt, Among the Sierra Nevada
Bierstadt 3
Bierstadt 4
Bingham Boatmen
Bingham Fur Traders
Catlin Crow Village
Cezanne
Cole Cabin in the Woods
Cole Oxbow
Cole Schroon
Cole Sunset on the arno
Durand A Symbol
Durand Trysting Tree
Durand Woodland Interior
Hiroshige Evening Moon
Hirsohige Inlet at Awa
Hokusai The Great Wave
Kuncan Wooded Mountains at Dusk
Kuncan Wooded Mountains at Dusk
Beethoven 6th movement
Moran Catawissa Creek
Moran Scene on Tohican Creek
Moran: The Grand Canyon
Nature in Poetry
Chen Zhou Poet on a Mountain Top
Qu Ding Summer Mountains
Sheeler American Landscape
Summer Mountain detail
Summer Mountain detail 1
Turner Calais Sands
Turner The Fighting Temerere
Van Gogh Starry Night
Yun Zin
Neruda Odes
Bellows Lone Tenement
Picasso Tete de Taureau
"Carnival" Natalie Merchant

Christina Aguilera & Andrea Bocelli
Chinua Achebe

Class 4

Theme: Rhythm in Art

FIELD TRIP 1 DUE

Music: Brazilian Jazz Bossa "Morning Waves" By Atlantico Edu Helou, Ivo de Carvalho

Music: Santana "Give me Love" Latin Fusion

Music: Shakira canta Bossa Nova

Music: "The Girl from Ipanema" Astrud Gilberto, João Gilberto and Stan Getz

Music: Mas Que Nada - Sergio Mendes ft. The Black Eyed Peas (HD Version)

Music: Drums of Thunder (Native American Music) Mountain Spirits

Music: Dancing under the Moon - Native American Chant

Music: Miles Davis "Red China Blues"

Music: Black Lodge Singers Love Song
Native American Music

Music: Apache "Mountain Spirit Dance "
Native Indian music

Art: Native American Artists

Art: Surrounded by Beauty: Arts of

Native America Literature:

Ohwejagehka: Ha`degaenage:

Iroquoian languages and songs

Literature: Native American Indian
Legends and Folklore

Bob Marley - Legend (full album)

Design in Art: Repetition, Pattern and
Rhythm

Edward Ball (artist) Painting Rhythm file
Cavalia Odysseo

Eye orbit anatomy anterior2

Jackson Pollock: Autumn Rhythm
(Number 30)

Jonas Gerard :: Rejoycing Rhythm III

The Yoruba Talking Drums

Fritz Horstman: Paper Bag Rhythm
Paintings

Class 5

Theme: Romantic Love

ART PRODUCT 1 DUE

QUIZ 1

Pyramus and Thisbe

Basic 12-bar Blues

Blues Lyrics

More 12-bar blues

Betty and Dupree Billy Adams

Lightnin' Hopkins, Baby Please Don't Go

Benton Jealous Lover

Hopper Nighthawks

Wood, American Gothic

BB King, guitar solo

Mario Lanza: Santa Lucia

Mario Lanza: O Sole Mio

We Are the World: 25 for Haiti

West Side Story

Romeo & Juliet

Romeo & Juliet II

Pyramus and Thisbe

Banksy Bio

Exit Through the Gift Shop

Film: Exit Through The Gift Shop

Masala

Traditional Russian Folk Songs:

Снегурочка (Snow Maiden)

Djsashavaladi: Best 3 African Music
Ever

Collage: "Dohbutsu no Kohshin (Animal
Parade)"

Aboriginal transrock – Ngorunderi

Yana Gray: At the Crossroads

Taraf De Haidouks - Balkan Gypsy Folk
Music

Class 6

Theme: Seeing

ORAL REPORT 1 DUE

Summer of '42: Michel Legrand

Lazy Days: Paul Hardcastle

Stoney End: Barbra Streisand

Blue Danube Waltz: Herbert von

Karajan Conducting

MacArthur Park: Richard Harris

Smoke Gets in Your Eyes: Sarah Vaughn
Backstory: Richard Harris, MacArthur Park
Baziotes Scepter
Daves Ives One
Dugmore Untitled
Kotin Untitled
Lennon-Ono Thumb
Pollock Blue Poles
Pollock Lavender Mist
Pollock She Wolf
Brooklyn Museum Collections: American Art: "A Ride for Liberty -- The Fugitive Slaves"
Brooklyn Museum Collections: Decorative Arts: Embroidery "Contraband 1862"
Ed Hamilton, Sculptor
Gratitude: Louie Schwartzberg at TEDxSF Al Marconi: Mirage

Class 7

Theme: Troubles

Prison Art: Nicholas Cobb
Prison Art: "Cool Picture Gallery"
Prison Art: Big House Art
TEDxNJLibraries - Eric Mintel & Dave Antonow - A Musical Conversation about Jazz
Bardic Divas: Women's Voices in Central Asia
The Origins of Electronic Music
History of the Moog Synthesizer
The Moog Machine - Aquarius / Let the Sunshine In
Switched On Bach: Wachtel Auf - Sleepers Awake

Class 8

Theme: Avant Garde

Midterm

Avant garde Music
Avant Garde Art Gallery
The Farber Collection - Cuba Avant - Garde

From Dada to Surrealism
Culture Club - Karma Chameleon
YURI - KARMA KAMALEON (audio only)
Boy George - Karma Chameleon (Live 12/06)
Cherry Boom - I wanna rock

Class 9

Theme: Industrial

FIELD TRIP 2 DUE

Art of the Industry (Rarity IS Industry)
Engineered Artworks
(Social) Realism Themes: Industrial Workers
Industrial Artifacts Review
The Industrial Art of Louis Lozowick
Ukrainian Lighting Engineer

Class 10

Theme: Broken Pieces

Jarrett J. Krosoczka: How a boy became an artist
Abandoned + broken = pieces of art
Sculpture in the Garden
Cleo Mussi, Mosaic Artist text
Broken to Beautiful
Gypsy Dreams
Sarah Kay: Hands
Sarah Kay: If I should have a daughter
FOLI (there is no movement without rhythm) original version by Thomas Roebbers and Floris Leeuwenberg
Nigeria - Eke Chima - Obareze - IV

Class 11

Theme: Illusion

QUIZ 2

Recycled Rasta Optical Illusion
Architectural Optical Illusions
Regina Silveira's Magnificent Illusions
Bohomamma
Gratitude: Louie Schwartzberg at TEDxSF
Chief Oliver de coque- Nwanne di na mba

Class 12

Theme: Solitude

ART PRODUCT 2 DUE

Ryuichi Sakamoto - Solitude
Billie Holiday - Solitude
Solitude: Nina Simone
Duke Ellington – Solitude
Loneliness and Solitude – Poems from
the Poetry Foundation
Solitude by Ella Wheeler Wilcox
Antoine Dufour & Tommy Gauthier -
Solitude
Russian Folk - Troika (balalaika)

Class 13

Theme: Hope, Love, Wonderment

Ali Project: La Vie en Rose
Bette Midler - La Vie en Rose
Grace Jones - La Vie En Rose
Donna Summer - La Vie En Rose
Celine Dion - La Vie en Rose
Edith Piaf - La Vie en Rose 1954
Katherine Jenkins - La Vie en Rose
2010
Dean Martin - La Vie En Rose
Louis Armstrong - La Vie en Rose
Nando – La Vie en Rose (Punk-Rock)
Los Tres Tenores -La Vie en Rose-
Roma 7/7/1990
Madeleine - "La vie en rose"
Mireille Mathieu - "La Vie en Rose"
(vidéo et audio restaurés)
Nancy Martinez: La Vie en Rose
Patricia Kaas - La Vie en Rose
Zazie - La Vie en Rose
Andrea Bocelli - La Vie en Rose
Aretha Franklin -La Vie En Rose
(LIVE/Paris/1977)
Sarah Kay: "Extended Development"
Mei and Jin - Erhu solo

Class 14

Theme: Solace

ORAL REPORT 2 DUE

Solace Art: Works by Johanne Hemond
Living Colour - Solace Of You
Scott Joplin's Solace - The Sting
Soundtrack
Solace - Haiku
Australian Aboriginal Music: Song with
Didgeridoo
Kadangyan Tribal Music, Cebu,
Phillippines
Ballad of Lan Huahua

Class 15

Theme: Dreams

A Dream Intruder
Airzoom & CJ SN - Sophie's Dream
Dreams and Visions
Daryl Hall - You Make My Dreams
Come True (Live at SXSW)
Art and the American Dream: Interview
with painter Davyd Whaley
Echarpes De Brume - Celtic Dream
Music
Fleetwood Mac - Dreams
James Horner - The Dream
Obsessive Dream - Music by
Talamasca, Visual Music by VJ Chaotic
POPCAAN (dream) music video
Requiem For a Dream
Sonntag's Dream: Homage to the
Hudson River School
Ten Dreams Fine Art Galleries
The Dream, 1932 by Pablo Picasso
What Dreams May Come

Class 16

Theme: Innovation & Question

**INDIVIDUAL PROJECT,
PRESENTATION, or PAPER**

Final Exam

A Boy and His Atom

Innovation in The Music Business

Steve: Innovation in Music

GEICO Hump Day Camel Commercial -

Happier than a Camel on Wednesday

Djsashavaladi: Best 3 African Music

Ever

Collage: "Dohbutsu no Kohshin (Animal Parade)"

Aboriginal transrock - Ngorunderi

Yana Gray: At the Crossroads

Taraf De Haidouks - Balkan Gypsy Folk
Music file

East Meets West – Kyoto Concerto:

Genji