



**FAR 1000: Introduction to the Arts
Fall 2019**

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Class Location: 201
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The California School of Education Mission Statement

The California School of Education (CSOE) at Alliant International University prepares competent, confident, and conscientious educational leaders, who will promote and empower personal growth, academic success, and professional achievement for all in a global society.

California School of Education Conceptual Framework

The Conceptual Framework for Alliant International University's California School of Education Teaching Credential Program is grounded in three major theoretical and practical educational constructs. It is our shared belief that theory and practice are reflexive domains which intersect across the education continuum. The first tenant of our Conceptual Framework is constructivist theory, which views learners as conscious agents whose background and prior knowledge and dispositions greatly contribute to their participation in the learning process. The second major component is the affirmation of, the commitment to, and the support for issues of diversity, inclusive of multiculturalism, cross-culturalism, and globalism. The third is grounded in neuropsychological research which addresses intelligences, problem solving and conceptualization, planning and organization, academic skills, memory and cognition, language, emotions, behavior and personality, perceptual motor abilities, and attention

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.)

Late assignments will not be accepted after one week from the due date. **No late assignments** will be accepted the last two weeks of the semester.

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 on Canvas 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 on Canvas or 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

I am available during office hours Wednesday, 4th block or by appointment to help students with course-based or exam-based needs.

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 on Canvas and any adjustments posted in the Announcements page.

All of the art works listed will be posted in Canvas. 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. Where you see “various others” below, specific works will be referred to in class and copies made available.

Please see Canvas for additional class assignment information.

Class Schedule

Week 1 Classes 1 & 2 Theme: Myth and Story as Perennial Influences

Daedalus and Icarus FileIcarus Dryden FileIcarus Breughels FileDaedalus and Icarus Pechaux
FileDaedalus and Icarus, Landon FileIcarus, Matisse FileIcarus Kent Lew FileIcarus poems FileIcarus in
popular music FileA Few Icarus Music Links FileVarious Icarus lyrics FileJudy Garland "Over The Rainbow"
URLUna Furtiva Lagrima - Enrico Caruso 1904 URLPavarotti & James Brown Duet URLMSG Narrative
Director's Reel URLMSG Writer's Book of Days URLClair de Lune - DEBUSSY, Classical Music #4 Piano
Instrumental Moonlight HD Claude Twilight Claire URLLola Astanova - Virtuoso piano inspired by
Rihanna's Don't Stop The Music URLPIERRE CARDIN Space-Age 1970 Futurism The Look Of Love
URLSPACE-AGE Fashion Futurism THE PERSUADERS 1969 1974 MOOG URLProcol Harum - A Whiter
Shade Of Pale (From "Live at the Union Chapel") URLMore - (Theme from Mondo Cane) (Video & Sung
by Wim) URLEarth Kitt - Never on a Sunday URLEarth Kitt 1962 - I Had a Hard Day Last Night URLMack
the Knife-Bobby Darin URLEncyclopedia Mythica URLJapanese Mythology URLThe Project Gutenberg
EBook of Myths and Legends of China URLNative American Myths URL.

Week 2 Classes 3 & 4 Theme: Nature in Art

"Love Cycle" a Nigerian Poem FileBierstadt FileBierstadt, Among the Sierra Nevada.jpg FileBierstadt 3
FileBierstadt 4 FileBingham Boatmen FileBingham Fur Traders FileCatlin Crow Village FileCezanne
FileCole Cabin in the Woods FileCole Oxbow FileCole Schroon FileCole Sunset on the arno FileDurand A
Symbol FileDurand Trysting Tree FileDurand Woodland Interior FileHiroshige Evening Moon
FileHirsohige Inlet at Awa FileHokusai The Great Wave FileKuncan Wooded Mountains at Dusk
FileKuncan Wooded Mountains at Dusk text FileBeethoven 6th movement titles FileMoran Catawissa
Creek FileMoran Scene on Tohican Creek FileMoran The Grand Canyon FileNature in Poetry FileChen
Zhou Poet on a Mountain Top FileQu Ding Summer Mountains FileSheeler American Landscape
FileSummer Mountain detail FileSummer Mountain detail 1 FileTurner Calais Sands FileTurner The
Fighting Temerere FileVan Gogh Starry Night FileYun Zin FileNeruda Odes FileBellows Lone Tenement
FilePicasso Tete de Taureau File"Carnival" Natalie Merchant URLChristina Aguilera & Andrea Bocelli
URLChinua Achebe URLJewel "Ove the Rainbow" URLSomewhere Over the Rainbow Movie Clip
URLSinatra: Somewhere Over the Rainbox URLTommy Emmanuel - Somewhere Over The Rainbow
URLPatti Labelle - Somewhere Over the Rainbow URLBuono!2~OVER THE RAINBOW URLIsrael "IZ"
Kamakawiwo'ole "Over the Rainbow" URLEric Clapton - Somewhere Over The Rainbow URLJeff Beck -
Somewhere Over The Rainbow URLJimi Hendrix - Somewhere Over The Rainbow URLRay Charles
Somewhere Over The Rainbow URLRay Charles Somewhere Over The Rainbow URL.

Week 3 Classes 5 & 6 Theme: Rhythm in Art

Music: Brazilian Jazz Bossa "Morning Waves" By Atlantico Edu Helou, Ivo de Carvalho URLMusic: Santana "Give me Love" Latin Fusion URLMusic: Shakira canta Bossa Nova URLMusic: "The Girl from Ipanema" Astrud Gilberto, João Gilberto and Stan Getz URLMusic: Mas Que Nada - Sergio Mendes ft. The Black Eyed Peas (HD Version) URLMusic: Drums of Thunder (Native American Music) Mountain Spirits URLMusic: Dancing under the Moon - Native American Chant URLMusic: Miles Davis "Red China Blues" URLMusic: Black Lodge Singers Love Song Native American Music URLMusic: Apache " Mountain Spirit Dance " Native Indian music URLArt: Native American Artists URLArt: Surrounded by Beauty: Arts of Native America URLLiterature: Ohwejagehka: Ha`degaenage: Iroquoian languages and songs URLLiterature: Native American Indian Legends and Folklore URLBob Marley - Legend (full album) URLDesign in Art: Repetition, Pattern and Rhythm URLEdward Ball (artist) Painting Rhythm URLCavalia Odysseo URLEye orbit anatomy anterior2 URLJackson Pollock: Autumn Rhythm (Number 30) URLJonas Gerard :: Rejoycing Rhythm III URLTHE YORUBA TALKING DRUMS URLFritz Horstman: Paper Bag Rhythm Paintings URL**QUIZ 1**

Week 4 Classes 7 & 8 Theme: Romantic Love

Pyramus and Thisbe FileBasic 12-bar Blues URLBlues Lyrics FileMore 12-bar blues URLBetty and Dupree Billy Adams URLLightnin' Hopkins, Baby Please Don't Go URLBenton Jealous Lover FileHopper Nighthawks FileWood, American Gothic FileBB King, guitar solo URLMario Lanza: Santa Lucia URLMario Lanza: O Sole Mio URLAly & AJ: Walking on Sunshine URLWe Are the World: 25 for Haiti URLWest Side Story URLRomeo & Juliet URLRomeo & Juliet URLPyramus and Thisbe URLBanksy Bio URLExit Through the Gift Shop URLFilm: Exit Through The Gift Shop URL**ART PRODUCT 1 DUE** AssignmentMasala URLTraditional Russian Folk Songs: Снегурочка (Snow Maiden) URL**FIELD TRIP 1 DUE**

Week 5 Classes 9 & 10 Theme: Seeing

Summer of '42: Michel Legrand URLLazy Days: Paul Hardcastle URLStoney End: Barbra Streisand URLSend in the Clowns: Barbra Streisand URLBlue Danube Waltz: Herbert von Karajan Conducting URLMacArthur Park: Richard Harris URLOn a Clear Day (You Can See Forever): Barbra Streisand URLSmoke Gets in Your Eyes: Sarah Vaughn URLBackstory: Richard Harris, MacArthur Park URLBaziotes Scepter FileDaves Ives One FileDugmore Untitled FileKotin Untitled FileLennon-Ono Thumb FilePollock Blue Poles FilePollock Lavender Mist FilePollock She Wolf FileBrooklyn Museum Collections: American Art: "A Ride for Liberty -- The Fugitive Slaves" URLBrooklyn Museum Collections: Decorative Arts: Embroidery "Contraband 1862" URLEd Hamilton, Sculptor URL**ORAL REPORT 1 DUE** AssignmentGratitude: Louie Schwartzberg at TEDxSF URLAI Marconi: Mirage URL

Week 6 Classes 11 & 12 Theme: Avant Garde

Avantgarde Music URLAvant Garde Art Gallery URLThe Farber Collection - Cuba Avant -Garde URLFrom Dada to Surrealism URLCulture Club - Karma Chameleon URLYURI - KARMA KAMALEON (audio only) URLBoy George - Karma Chameleon (Live 12/06) URLCherry Boom - I wanna rock URL.

Week 7 Classes 13 & 14 Theme: Industrial

Art of the Industry (Rarity IS Industry) . URLEngineered Artworks URL(Social) Realism Themes: Industrial Workers URLIndustrial Artifacts Review URLThe Industrial Art of Louis Lozowick URLUkrainian Lighting Engineer URL.

Week 8 Classes 15 & 16 Theme: Magic

MIDTERM AssignmentSarah Kay: Hands URLSarah Kay: If I should have a daughter ... URLaboriginal transrock - NGORUNDERI URLFOLI (there is no movement without rhythm) original version by Thomas Roebers and Floris Leeuwenberg URLNigeria - Eke Chima - Obareze - IV URLCollage: "Dohbutsu no Kohshin (Animal Parade)" URLPaul McCartney and Wings, Maybe I'm Amazed URLMaybe I'm amazed (Dave Grohl & Norah Jones) URL.

Week 9 Classes 17 & 18 Theme: Troubles

Prison Art: Nicholas Cobb URLPrison Art: "Cool Picture Gallery" URLPrison Art: Big House Art URLTEDxNJLibraries - Eric Mintel & Dave Antonow - A Musical Conversation about Jazz URLBardic Divas: Women's Voices in Central Asia URLThe Origins of Electronic Music URLHistory of The Moog Synthesizer URLThe Moog Machine - Aquarius / Let the Sunshine In URLSwitched On Bach: Wachet Auf - Sleepers Awake URL**FIELD TRIP 2 DUE** Assignment.

Week 10 Classes 19 & 20 Theme: Solitude

ART PRODUCT 2 DUE AssignmentRyuichi Sakamoto - Solitude URLBillie Holiday - Solitude URLSolitude: Nina Simone URLDuke Ellington – Solitude URLLoneliness and Solitude – Poems from the Poetry Foundation URLSolitude by Ella Wheeler Wilcox URLAntoine Dufour & Tommy Gauthier - Solitude URLRussian Folk - Troika (balalaika) URLLeszek Bujnowski - Portraying Solitude URL.

Week 11 Classes 21 & 22 Theme: Solace

Djsashavaladi: "Best 3 African Music Ever" URLSolace Art: Works by Johanne Hemond URL**ORAL REPORT 2 DUE** AssignmentLiving Colour - Solace Of You URLScott Joplin's Solace - The Sting Soundtrack

URLSolace - Haiku URLKADANGYAN TRIBAL MUSIC VIDEO, CEBU, PHILIPPINES URLCrazy - Willie Nelson, Diana Krall and Elvis Costello URLFlaxen - Art of Solace (Original Mix) URLSolace by Ventious URLSolace in Art - Voice of a Citizen URL.

Week 12 Classes 23 & 24 Theme: Illusion

Diana Krall - Lost Minds URLRecycled Rasta Optical Illusion URLArchitectural Optical Illusions URLRegina Silveira's Magnificent Illusions URLBohomamma URLGratitude: Louie Schwartzberg at TEDxSF URLChief Oliver de coque- Nwanne di na mba URLRay Charles - Song for You URLBrand X Music - Illusions URLThomas J. Bergersen: Illusions - Music Mix URLVBestamvsforalltime ▪ Music Illusion AMV URLCleo Mussi, Mosaic Artist URL.

Week 13 Classes 25 & 26 Theme: Dreams

A Dream Intruder URLAirzoom & CJ SN - Sophie's Dream URLDreams and Visions URLDaryl Hall - You Make My Dreams Come True (Live at SXSW) URLArt and the American Dream: Interview with painter Davyd Whaley URLEcharpes De Brume - Celtic Dream Music URLFleetwood Mac - Dreams URLJames Horner - The Dream URLObsessive Dream - Music by Talamasca, Visual Music by VJ Chaotic URLPOPCAAAN (DREAM) MUSIC VIDEO URLRequiem For a Dream URLSonntag's Dream; Homage to the Hudson River School URLTen Dreams Fine Art Galleries URLThe Dream, 1932 by Pablo Picasso URLWhat dreams may come URL.

Week 14 Classes 27 & 28 Theme: Innovation

A Boy and His Atom URLInnovation in The Music Business URLSteve: Innovation in Music URLGEICO Hump Day Camel Commercial - Happier than a Camel on Wednesday URLKenny Garrett Quartet feat. Kenny Kirkland Jazz Baltica URLMarian Anderson - Softly Awakes My Heart, 1935 URLTaraf De Haidouks - Balkan Gypsy Folk Music URLJarrett J. Krosoczka: How a boy became an artist URLAbandoned + broken = pieces of art URLMagic Realism URL.

Week 15 Classes 29 & 30 Theme: Hope, Love, Wonderment

ALI PROJECT - La vie en rose URLBette Midler - La Vie en Rose URLGrace Jones - La Vie En Rose URLLa Vie En Rose - Donna Summer URLCeline Dion - La vie en rose URLEdith Piaf la vie en rose 1954 URLKatherine Jenkins - La vie en rose 2010 URLLa Vie En Rose - Dean Martin URLLa vie en rose - Louis Armstrong URLLA VIE EN ROSE Punk-Rock by Nando URLLos Tres Tenores -La Vie en Rose- Roma 7/7/1990 URLMadeleine "La vie en rose" URLMireille Mathieu - "La vie en rose" (vidéo et audio restaurés.) URLNancy Martinez: La vie en rose URLPatricia Kaas - La vie en rose URLZazie - La Vie En Rose

URLAndrea Bocelli - La Vie En Rose URLAretha FRANKLIN -"La Vie En Rose" (LIVE/Paris/1977) URLSarah Kay: "Extended Development" URLMei and Jin - Erhu solo URL**QUIZ 2**

Week 16 Classes 31 & 32 Theme: Pushing Boundaries - The Edge and Beyond the Edge

Final Exam AssignmentAustralian Aboriginal Music: Song with Didgeridoo URLEAST MEETS WEST - KOTO CONCERTO: GENJI URL**INDIVIDUAL PROJECT, PRESENTATION, or PAPER** AssignmentYana Gray: At the Crossroads URLPeople interact with 3D paintings at the Magic Art exhibition in China URLTimelapse Of Famous European Buildings URLAndrea Bocelli & Pretty Yende - O Soave Fanciulla - La Bohème URL.