Course Inventory Change Request

New Course Proposal

Date Submitted: 12/04/14 10:43 am

Viewing: **PHIL 3100: Aesthetics: Art and the Beautiful**

Last edit: 12/12/14 12:03 pm

Changes proposed by: flarger

Course Prefix: PHIL 3100

Effective Semester: Fall 2015

Department: Humanities (HU)

School: School of Humanities

Course Title: Aesthetics: Art and the Beautiful

Short Course Title: Aesthetics

Credits: 3

In Workflow

1. **HU Chair**
2. **HU Admin**
3. **HU Dean**
4. **University Curriculum Committee Chair**
5. **Banner**

Approval Path

1. 12/04/14 3:09 pm
   Addison Everett (everet_a): Approved for HU Chair

2. 12/08/14 11:28 am
   Sharon Lee (lee_s): Rollback to HU Chair for HU Admin

3. 12/09/14 11:16 am
   Addison Everett (everet_a): Approved for HU Chair

4. 12/09/14 11:25 am
   Lory Mattucci (mattucci): Approved for HU Admin

5. 12/12/14 10:25 am
   Don Hinton (hinton): Approved for HU Dean
Workload Factors: 3
Primary Grade Type: Standard Letter
Secondary Grade Type:
Instructor No
Permission Required: No
Repeatable for Credit: No
Schedule Type: Hrs/Wk: %contact_hours.eschtml%
Catalog Prerequisites? No
Corequisites? No
Course/Lab Fee? No
Instruction Index Code: SOC208
GE Status Requested: No
Catalog Description
A survey of the major historical sources in aesthetics. Questions surrounding the definition of art and beauty, the interpretation of art, art criticism, the nature of metaphor, and the connection between art and knowledge will be addressed. Through this course students will come to understand the complexity surrounding issues of art and beauty, and gain skill necessary to apply theoretical concepts to personal evaluation of art.

Course Rotation:
Fall (every)

Justification for course/change:
With the continued development of DSU’s identity as a university, as well as the regular filling of Humanities 1010 courses, it is clear that there is a need for a more diverse offering of philosophy and Humanities classes. This Aesthetics course intersects well with preexisting Phil/Hum courses, building of themes established in introductory courses and helping to create a foundation for a Humanities/Philosophy emphasis.

Library Resources Adequate: Yes
Tech Resources Yes
Adequate:

Comparable Courses:
(use USHE course first)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Prefix/Number</th>
<th>Credit(s)</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>Utah Valley University</td>
<td>Phil 3800</td>
<td>3</td>
<td>Aesthetics</td>
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<tr>
<td>Weber State University</td>
<td>Phil 3650</td>
<td>3</td>
<td>Aesthetics</td>
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<td>University of Rhode Island</td>
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<td>San Jose State University</td>
<td>Phil 066</td>
<td>3</td>
<td>Introduction Aesthetics</td>
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<tr>
<td>Xavier University</td>
<td>Phil 333</td>
<td>3</td>
<td>Philosophy of Art/Beauty</td>
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Course Learning
Outcomes:

After completing this course, students should be able to:

1. Describe the substance of the discipline of aesthetics, including primary ‘big’ questions (definition of ‘art’, nature/purpose of metaphor, art’s relation to knowledge), methodology, and major viewpoints in the history of the study.

2. Develop an awareness of beauty and the significance of the aesthetic experience as a fundamental characteristic and of human experience by gaining an appreciation for the task of aesthetic reflection on the artistic realm in the western philosophic traditions.

3. Identify the connection between the study of aesthetics and other academic disciplines, and express those connections through a semester-long research project.

How do your Course Learning Outcomes align to your Program Learning Outcomes?

As stated the two general student learning objectives are as follows:

1. Students will study the ways others have asked “big questions” in creative ways and how they answered those questions.

2. Students will study the enduring creative expressions of humans that reflect our experiences, as well as our feelings and ideas about ourselves, other humans, the past, and the universe.

All three objectives mesh with the program learning outcomes. The questions of ‘what is beauty?’ and ‘what is art?’ require creative approaches from the students, as well as the study of historical prospective on topic. The Authors discussed in the course (John Dewey, Immanuel Kant, Plato, Hegel) address each of the concerns described in the second goal (ourselves, others, history, the universe).

Schedule of lesson activities that meet Course Learning
Outcomes

The course will be divided into units, with each unit covering approximately a third of the semester.

1. The ancients
   Readings: Plato, Greater Hippias/ selections from the symposium
   Aristotle, Poetics

2. The Moderns
   Kant, Critique of Judgment (selections)
   Hegel, Lectures on Aesthetics

3. Responses to the Moderns
   Nietzsche, Birth of Tragedy (selections)
   Dewey, Art as Experience (Selections)

Assessment activities

that provide evidence of student learning

Each semester will contain the following:

1. Three exams, each covering a single ‘unit’ of material covered over the semester. These exams will contain both short answer questions and essay questions, which encourage the student not to simply recall information covered in class but to connect that information to different topics and questions covered in the course.

2. Weekly quizzes consisting of short answer questions. Such quizzes allow the instructor to correct and reinforce students’ reading and retention habits.

3. A scholarly and formal research project that focuses on a single question devised by the student that relates to the material covered in the course. This project consists of several writing stages (Initial thoughts paper, annotated bibliography, rough draft, peer edit, final draft) and will span the semester. The end result is a comparative or argument project that engages a question or concern of one of the traditions addressed in the term.

4. Class discussions where a student can express ideas concerning the primary texts she has read.