

CURRICULUM PROPOSAL COVER SHEET  
University-Wide Undergraduate Curriculum Committee

LSC Use Only

Number \_\_\_\_\_

Action Approved

Date 1-19-89

UWUCC Use Only

Number \_\_\_\_\_

Action \_\_\_\_\_

Date \_\_\_\_\_

I. TITLE/AUTHOR OF CHANGE

COURSE/PROGRAM TITLE PH 223 Philosophy of Art \*

DEPARTMENT Philosophy & Religious Studies

CONTACT PERSON Dr. Vincent Ferrara

\* = Revised catalogue description.

II. THIS COURSE IS BEING PROPOSED FOR:

\_\_\_\_\_ Course Approval Only

\_\_\_\_\_ Course Approval and Liberal Studies Approval

X \_\_\_\_\_ Liberal Studies Approval only (course previously has been approved by the University Senate)

III. APPROVALS

Sharon Martgo mny  
Department Curriculum Committee

RR  
College Curriculum Committee

[Signature]  
Director of Liberal Studies  
(where applicable)

Sharon Martgo mny  
Department Chairperson

R. Joyce  
College Dean\*

\_\_\_\_\_  
Provost  
(where applicable)

\*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. TIMETABLE

Date Submitted  
to LSC \_\_\_\_\_  
to UWUCC \_\_\_\_\_

Semester/Year to be  
implemented \_\_\_\_\_

Date to be published  
in Catalog \_\_\_\_\_

GENERIC SYLLABUS  
Category: Mandated

I. Catalogue Description

PHILOSOPHY 223: Philosophy of Art

3 credits  
3 Lecture Hours

The course investigates some of the major problems in the philosophy of art, e.g., the nature of beauty and the aesthetic experience, the ethics and politics of art, creativity, the nature of the work of art and aesthetic objects, the concept of fine art and the evaluation of works of art and aesthetic objects.

II. Course Objectives

1. To introduce students to the discipline itself through a presentation of its major problems, the main divisions of its questions, and the historical figures whose ideas inform even the layperson's view of art.

2. To illustrate the theoretical content with appropriate examples from the various arts [to indicate gender, ethnic, racial considerations where appropriate and feasible].

3. To enable the student to raise critical and meaningful questions about the arts without falling into mere subjective response or unexamined positions.

4. To demonstrate the difference between a theory about art and an individual's artistic preferences.

III. Course Outline\*

A. The Nature of the Philosophy of Fine Art

1. Twelve-fold division of problems
2. Different approaches/methodologies to the discipline
3. The avant-garde and its impact on the meaning of art and the categories used to discuss it; the possibility of a trans-historical definition of art
4. Art, gender, and race
5. Aesthetic merit: evaluation of works of art and aesthetic objects.

B. Historical Figures and Problems

1. Plato: question of beauty; politics of art; inspiration and creativity
2. Aristotle: nature of his Poetics; meaning of tragedy;

relation of philosophy and poetry; meaning of mimesis

3. Plotinus: the role of the artist; distinction of objective and subjective aspects of the beautiful; nature of creativity

4. Thomas Aquinas: the nature of art as a practical knowledge; definition of beauty [reference to James Joyce]

5. The Question of Taste in the eighteenth century; David Hume

6. The Kantian Revolution: Critique of Judgment; art as disinterested

7. The politics of art in Friedrich Schiller: On the Aesthetic Education of Man

8. The development of a systematic philosophy of art: G.W.F. Hegel: Philosophy of Fine Art

9. Feeling and Art: Leo Tolstoy: What is Art?

10. Art and Intuition: Benedetto Croce: Aesthetics

11. A Phenomenology of Art: Mikel Dufrenne and Roman Ingarden

12. Oriental Philosophies of art [Japan; China; India]

13. The symbolic nature of art: Goodman: Languages of Art

\*NOTE: The above outline illustrates a typical course in the discipline [excepting # 12], but would vary from instructor to instructor because of the range of the material and variety of presentations. Texts in the area exhibit a great diversity according to the perspective of the author.

#### IV. Evaluation Methods

Given the range of possible topics, authors treated, and approaches, evaluation will vary according to instructor, but would include some or all of the following:

(1) traditional examinations of either an objective or essay type

(2) traditional research projects, e.g., term papers, book reports, class presentations

(3) students lead in-class discussion on assigned themes

(4) creative projects which illustrate theoretical concepts considered

V. Required Textbooks: this will vary with the instructor, but would include at least some of the following, but definitely (3):

(1) traditional anthologies arranged either historically or problematically

(2) anthology of journal articles selected by the instructor

(3) supplemental readings in addition to (1) and/or (2) of short book length works, e.g., Aristotle's Poetics; Clive Bell, Art, Walter Kaufmann, Tragedy and Philosophy

## VI. Bibliography\*

- Aquinas, Thomas. Summa Theologiae, First Complete American Edition in three volumes, translated by the Fathers of the English Dominican Province, Benziger Brothers, Inc., New York, 1947.
- Aristotle. Poetics, translated by W. Hamilton Frye, Loeb Classical Library, Harvard University Press, Cambridge, Massachusetts, 1953.
- Gilbert, Katherine E. Studies in Recent Aesthetics; A History of Aesthetics; Aesthetic Studies: Architecture and Poetry.
- Goodman, Nelson. Languages of Art. The Bobbs-Merrill Co. Inc., 1968.
- Hegel, G.F.W. Aesthetics, Lectures on the Fine Arts, translated by T.M. Knox, 2 Volumes, Oxford At the Clarendon Press, 1975
- Hume, David. Of the Standard of Taste and Other Essays, edited by John W. Lenz, Library of Liberal Arts, The Bobbs-Merrill Company, Indianapolis, 1965.
- Kant, Immanuel. The Critique of Judgment, translated by James Creed Meredith, Oxford At the Clarendon Press, 1952.
- Langer, Susanne K. Feeling and Form. New York: Scribners.
- . Reflections on Art: A Source book of writings by artists, critics, & philosophers. New York: Oxford UP, 1961
- Plato. "Ion", "Hippias Major", "Phaedrus", "Republic", "Laws", in The Collected Dialogues of Plato, including the Letters, edited by Edith Hamilton and Huntington Cairns, Bollingen Series LXXI, Princeton University Press, 1971.
- Plotinus, Enneads, translated by Stephen MacKenna, second edition, Pantheon Books, New York, nd.
- Sontag, Susan. Against Interpretation, New York: Farrar, Straus & Giroux, 1966.

# LIBERAL STUDIES COURSE APPROVAL FORM

**About this form:** Use this form only if you wish to have a course included for Liberal Studies credit. The form is intended to assist you in developing your course to meet the university's Criteria for Liberal Studies, and to arrange your proposal in a standard order for consideration by the LSC and the UWUCC. If you have questions, contact the Liberal Studies Office, 353 Sutton Hall; telephone, 357-5715.

**Do not use this form for technical, professional, or pre-professional courses or for remedial courses, none of which is eligible for Liberal Studies. Do not use this form for sections of the synthesis course or for writing-intensive sections; different forms will be available for those.**

## PART I. BASIC INFORMATION

**A. For which category(ies) are you proposing the course? Check all that apply.**

### LEARNING SKILLS

- First English Composition Course  
 Second English Composition Course  
 Mathematics

### KNOWLEDGE AREAS

- Humanities: History  
 Humanities: Philosophy/Religious Studies  
 Humanities: Literature  
 Fine Arts  
 Natural Sciences: Laboratory Course  
 Natural Sciences: Non-laboratory Course  
 Social Sciences  
 Health and Wellness  
 Non-Western Cultures  
 Liberal Studies Elective

**B. Are you requesting regular or provisional approval for this course?**

- Regular       Provisional (limitations apply, see instructions)

**C. During the transition from General Education to Liberal Studies, should this course be listed as an approved substitute for a current General Education course, thus allowing it to meet any remaining General Education needs?**  yes  no

**If so, which General Education course(s)?** PH 101, 120, 221, 222, 223

## Liberal Studies Form -- 2

**PART II. WHICH LIBERAL STUDIES GOALS WILL YOUR COURSE MEET?** Check all that apply and attach an explanation.

All Liberal Studies courses must contribute to at least one of these goals; most will meet more than one. As you check them off, please indicate whether you consider them to be primary or secondary goals of the course. [For example, a history course might assume "historical consciousness" and "acquiring a body of knowledge" as its primary goals, but it might also enhance inquiry skills or literacy or library skills.] Keep in mind that no single course is expected to shoulder all by itself the responsibility for meeting these goals; our work is supported and enhanced by that of our colleagues teaching other courses.

	Primary	Secondary	
<b>A. Intellectual Skills and Modes of Thinking:</b>			
1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process.	<u>  X  </u>	<u>      </u>	
2. Literacy--writing, reading, speaking, listening	<u>      </u>	<u>  X  </u>	
3. Understanding numerical data	<u>      </u>	<u>      </u>	
4. Historical consciousness	<u>      </u>	<u>  X  </u>	or no depending on instructor
5. Scientific inquiry	<u>      </u>	<u>      </u>	
6. Values (ethical mode of thinking or application of ethical perception)	<u>      </u>	<u>  X  </u>	or no depending on instructor
7. Aesthetic mode of thinking	<u>  X  </u>	<u>      </u>	
<b>B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person</b>			
	<u>  X  </u>	<u>      </u>	
<b>C. Understanding the Physical Nature of Human Beings</b>			
	<u>      </u>	<u>      </u>	
<b>D. Certain Collateral Skills:</b>			
1. Use of the library	<u>      </u>	<u>  X  </u>	or no depending on instructor
2. Use of computing technology	<u>      </u>	<u>      </u>	

**PART III. DOES YOUR COURSE MEET THE GENERAL CRITERIA FOR LIBERAL STUDIES?** Please attach answers to these questions.

- A. If this is a multiple-section, multiple-instructor course, there should be a basic equivalency (though not necessarily uniformity) among the sections in such things as objectives, content, assignments, and evaluation. Note: this should not be interpreted to mean that all professors must make the same assignments or teach the same way; departments are encouraged to develop their courses to allow the flexibility which contributes to imaginative, committed teaching and capitalizes on the strengths of individual faculty.

**What are the strategies that your department will use to assure that basic equivalency exists?** Examples might be the establishment of departmental guidelines, assignment of responsibility to a coordinating committee, exchange and discussion of individual instructor syllabi, periodic meetings among instructors, etc.

See explanation.

- B. Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women wherever appropriate to the subject matter. **If your attached syllabus does not make explicit that the course meets this criterion, please append an explanation of how it will.**

See syllabus and explanation.

- C. Liberal Studies courses must require the reading and use by students of at least one, but preferably more, substantial works of fiction or nonfiction (as distinguished from textbooks, anthologies, workbooks, or manuals). **Your attached syllabus must make explicit that the course meets this criterion.**

[The only exception is for courses whose primary purpose is the development of higher level quantitative skills; such courses are encouraged to include such reading, but are not expected to do so at the expense of other course objectives. If you are exercising this exception, please justify here.]

See syllabus and explanation.

- D. If this is an introductory course intended for a general student audience, it should be designed to reflect the reality that it may well be the only formal college instruction these students will have in that discipline, instead of being designed as the first course in a major sequence. That is, it should introduce the discipline to students rather than introduce students into the discipline. **If this is such an introductory course, how is it different from what is provided for beginning majors?**

See explanation.

Liberal Studies Form -- 4

E. The Liberal Studies Criteria indicate six ways in which all courses should contribute to students' abilities. To which of the six will your course contribute? Check all that apply and attach an explanation.

- 1. Confront the major ethical issues which pertain to the subject matter; realize that although "suspended judgment" is a necessity of intellectual inquiry, one cannot live forever in suspension; and make ethical choices and take responsibility for them.
- 2. Define and analyze problems, frame questions, evaluate available solutions, and make choices
- 3. Communicate knowledge and exchange ideas by various forms of expression, in most cases writing and speaking.
- 4. Recognize creativity and engage in creative thinking.
- 5. Continue learning even after the completion of their formal education.
- 6. Recognize relationships between what is being studied and current issues, thoughts, institutions, and/or events.

**PART IV. DOES YOUR COURSE MEET THE CRITERIA FOR THE CURRICULUM CATEGORY IN WHICH IT IS TO BE LISTED?**

Each curriculum category has its own set of specific criteria in addition to those generally applicable. The LSC provides copies of these criteria arranged in a convenient, check-list format which you can mark off appropriately and include with your proposal. The attached syllabus should indicate how your course meets each criterion you check. If it does not do so explicitly, please attach an explanation.



## CHECK LIST -- HUMANITIES: PHILOSOPHY

### Knowledge Area Criteria which the course must meet:

- Treat concepts, themes, and events in sufficient depth to enable students to appreciate the complexity, history, and current implications of what is being studied; and not be merely cursory coverages of lists of topics.
- Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

### Philosophy Criteria which the course must meet:

- Introduce students to some of the great philosophers of Western civilization, avoiding excessive emphasis on one author or period of philosophical development.
- Introduce students to some or all of the major areas of philosophy (aesthetics, epistemology, ethics, and metaphysics). *Logic (omitted by mistake)*
- Courses which choose to emphasize one or more of these areas must do so in such a way as to show students the relationships among the various areas of philosophy.
- Alternately, courses which choose to approach these areas of philosophy historically by examining one or more of the recognized historical periods in philosophy (e. g. ancient/medieval, modern, or contemporary) must do so in such a way as to show students the contrasts and similarities with other periods.
- Provide opportunities, through the close analysis and evaluation of fundamental issues, for student to gain both an understanding of philosophy and an enhanced ability to think critically and responsibly about important issues.
- Investigate relationships with non-Western traditions and cultures where appropriate.
- Give due attention to the philosophical work of women and minorities.
- Use primary sources when feasible and appropriate.

Liberal Studies Form: Explanations  
PH 223 Philosophy of Art

PART II. Liberal Studies Goals:

A1. Students are introduced to a wide range of theories about the nature and evaluation of art. This course is not a course in art appreciation or criticism. It seeks to make the student aware of the ideas which structure thinking about what art is and its value, role, and place in human experience. Students are exposed to conflicting interpretations and explore the controversial character of thought about art. Students are encouraged to formulate their own positions based on reasoned analysis taking into account the consequences of positions held. Since discussions in art are generally formulated against the background of strongly held beliefs the course can open the student to alternative perspectives, positions, and principles.

A2. Reading is essential to this course and the amount will vary according to the instructor. To accomplish what was stated in A1. students will be expected to read a substantial amount of material and to discuss it in class.

A4. Aesthetic theory has both an historical and contemporary significance.

A6. The nature of aesthetic evaluation forms an essential part of the course, since descriptions of what art is are often joined with evaluations of what art is worth.

B. Acquiring a Body of Knowledge or Understanding  
Essential to an Educated Person.

Art, like religion, is found in all cultures, and it is an indicator of what a culture believes. Understanding the meaning and value of various theories of art also provides the student with a concrete examination of what is often not verbally articulated in culture. Art products present a view of the nature of the universe and the human being's place in it. Theories about art reflect this cosmological-anthropological viewpoint. This course enables the student to see the interrelationship of ideas and cultural products, as well as the variety and similarity which exists among ideas which often appear irreconcilable.

PART III. General Criteria:

A. Basic equivalency of all sections of this course would be assured by the following process. All instructors who have taught this course during the previous academic year and summer or intend to teach the course the following academic year will meet at the conclusion of the spring semester. They will review this

document, including the generic syllabus. They will exchange individual syllabi and then will discuss whether or not they are adequately meeting the specific goals and criteria approved for this course and outline herein. Any problems or conflicts would be brought to the attention of the entire department for resolution.

B. The course will attempt to include the perspectives and contributions of minorities, ethnic groups, and women where it's appropriate to do so. Since concepts such as the nude appear in male and female form, and since art has been used to express the deepest concerns of a culture, the political considerations attendant upon art can significantly address such questions. Works and theoretical considerations can also be included.

C. Student reading will concentrate on major texts [primary and secondary] and where appropriate will read substantial excerpts from such texts. Examples of possible book length readings are: Plato: Ion; Hippias Major; Aristotle: Poetics; Longinus: On the Sublime; Plotinus: Ennead I. 6; Schiller: On the Aesthetic Education of Man; Nietzsche: The Birth of Tragedy; Croce: Guide to Aesthetics.

D. We do not have introductory major courses as such. This course is equally suitable for majors or non-majors. It provides a broad based introduction to its subject matter rather than focusing more narrowly on particular aspects of the area.

E1. cf. A1.

E2. cf. A1.

E3. Class discussion is encouraged.

E4. Students gain a knowledge of creativity both through the works cited as examples, the inventiveness of theory to take account of creativity in the arts, and the notion of creativity itself which is thematic to a philosophy of art.

E5. Given the controversial nature of the discipline, the student is encouraged to make decisions concerning the subject matter for a variety of reasons: (1) indecision is itself a decision; (2) individuals do take stands on the meaning and value of art; (3) preferences ought to be discussed in terms of clear and critically articulated principles.

E6. The relation of the ethical and the aesthetic is an important theme in the discipline.

#### PART IV. Curriculum Category:

The course does not treat of mathematics as such, but could include some discussion of the mathematical basis of Greek Art. Mathematical skills, as such, are not required.

Non-western traditions can easily be introduced into this course and would be dependent on the knowledge of the instructor.

Date: June 27, 1989

Subject: Request For Approval of Dual Category

To: Liberal Studies Committee

From: Philosophy & Religious Studies Department

I. Dual Category

We are requesting that each of the courses in this group (PH 324, 325, 405, 420, 421) satisfy, at the student's option, either the Humanities: Philosophy/Religious Studies category or the Liberal Studies Elective category. We feel this is appropriate because these courses satisfy the Humanities: Philosophy/Religious Studies criteria and, although they are advanced courses, they are not "in the normal sense" technical, professional, or pre-professional courses.

Philosophy is neither a profession nor a vocationally oriented discipline. At least at the undergraduate level, most if not all philosophy courses are broad based and treat issues of significance to all humans as they attempt to understand their existence and their experience. It is in their very nature to be liberal studies courses and to have, in most cases, an interdisciplinary flavor.

None of the courses in this group has a course prerequisite hence each involves a general introduction to the discipline of philosophy and its methodology. In that the courses are advanced in the sense of probing their subject matter more deeply than a typical introductory level course, they are more difficult to understand than the courses we have placed in the "mandate" only category. For that reason they are appropriate only for junior or senior students who have well developed thinking and reading skills as well as greater motivation and interest in pursuing philosophical issues. Indeed we feel that these courses are more appropriate for such students than are the courses that we have placed in the "mandate" only category.

## II. Humanities: Philosophy/Religious Studies Category

We are also submitting, at this time, one additional course for our "mandate" only category: PH 223 Philosophy of Art. This was one of our original General Education courses which has been appropriately modified to satisfy Liberal Studies requirements. It is not an advanced course. Value theory in Philosophy includes both ethics and aesthetics. We have previously submitted an ethics course; this is an aesthetics course. It is one of the five main areas of Philosophy.

## III. Liberal Studies Elective Category

Philosophy is presently working on a group of courses to be considered for the LS Elective category. These will be submitted in the early part of the F89 semester.

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