

University of North Carolina- Asheville  
SPRING -2008

*"I'd like to believe that the ongoing initiation into art deepens our capacity for experiencing ourselves as well as others, thereby deepening our capacity for personhood, our achievement of humanity."  
- Edward Hirsch*

**Arts 310 –0022 ARTS & IDEAS** 3hrs TR 1:45 – 3:00 room: KH005  
Instructor: Jerry Pope  
[jpoppe@unca.edu](mailto:jpoppe@unca.edu) home phone: 686-3922 (after 9am and before 10pm, please)  
Office Hours: Briefly, before and after class. Special meetings by appointment

Required Texts: *Uncle Tom's Cabin: A Tale of Life Among the Lowly*, Harriet Beecher Stowe  
*My Year of Meats*, Ruth L. Oseki

### Course Overview

This section of Arts and Ideas will focus on the intersection of art, politics, and culture. We will examine a wide variety of works from this perspective. We will look briefly and occasionally at ancient and classical art, but focus primarily on contemporary American works. We will try to cover most disciplines, but will concentrate on paintings, novels, films, music, and plays.

This class fulfills the requirements for a Diversity Intensive Course. We will pay particular heed to the ways race, gender, class, sexual orientation, and ability inform the work. We will discuss how levels of power and privilege are imbedded in society and can be reflected in all works of art. We will examine how these levels operate for the artist, the audience, and the subjects of the various pieces of art. The primary work of this class will be group discussion. Students will do individual analyses in essay form. As a final project, students will create a work of art that addresses the topic.

Art and Ideas is not an art appreciation course or an introduction to any of the particular arts, but the human significance of Art, its social role, its foundation in aesthetics, and its importance as a way of interpreting reality. It introduces the student to the arts as a way of knowing the world, and of shaping the world.

### Course Objectives

At the end of this course, students will be able to:

1. Look critically at Art, especially in popular culture
2. Discuss the social and personal role of the arts in American society.
3. Discuss the economic, political, historical, and social influences on Art.
4. Express their own ideas concerning the role of the arts in their personal life, and American society.
5. Articulate their personal place in, and awareness of, societal constructs of race, gender, class, sexual orientation, and ability.

### Course Outline

#### I. Class Environment

This class, like all classes (and most things human), is a construct; students, the teacher, and guests agree to certain spoken or unspoken rules. We will agree on a contract to govern our actions while in class. Students are expected to take an active part in class discussions. While each person's opinion is valued, you will be expected to express why you hold that particular opinion.

*The instructor reserves the right to change this syllabus and schedule.*

## II. Journals, Tests & Quizzes

There will be a test over *My Year of Meats*. Each student will keep a journal on their reading of Uncle Tom's Cabin in which they will record their thoughts, questions, and responses to certain passages, both emotional and intellectual. On the first day that an assignment is scheduled to be discussed, there may be a short quiz comprised of basic questions concerning the assignment's main ideas. Note: any student who misses half of the questions on a quiz will receive NO CREDIT for the quiz. Quizzes missed due to excused absence may be made up outside of class. Arrangements must be made with the instructor to schedule make-ups.

## III. 4 Response Papers

Every seventh class, you will turn in a 2-3-page response to artwork explored in the previous three weeks. No late responses will be accepted. This is not a summary, it is your opportunity to demonstrate your familiarity and understanding of the material. You may do this in one of two ways:

- A. Write three questions that look deeply at the material. Then answer one of your questions thoughtfully. (obviously, no "yes/no" or "what year did.." questions). Challenge yourself on the questions and the answers.
- B. Write a response that demonstrates your familiarity with the material and your personal perspective; what are your opinions, reactions, questions, and conclusions?
- C. Write a discussion of a specific piece of art from a diversity perspective. How does it relate to race? Class? Gender? Sexual Orientation? Ability? Where do these concerns intersect? How do these concerns inform the work?

## IV. The Midterm

This exam will give you an opportunity to demonstrate your knowledge and mastery of terms and ideas presented in this class.

## V. 3 Critical Essays

There will be three (3) required papers, 2-3 pages, due during the semester. The content of those papers will be critical essays of art. The subject can be a movie, television show, short story, collection of poems, novel, or a book of art images by one or more artists ("coffee table book").

### *Check List for Successful Response Papers & Critical Essays;*

1. Focus: does it address a specific work of art or several related works of art?
2. Specificity: does it discuss specific, concrete examples from the work and works you are comparing it to?
3. Vocabulary: does it use language specific to this art form ("hue", "balance", "variety", "dark red", "jagged") in a meaningful manner?
4. Personal: does it include your honest, personal reaction to the artwork?
5. Political: does it discuss the political aspects of the piece?
6. Diversity: does it acknowledge and discuss what diversity issues are raised by the piece?
7. Legibility: does it conform to the presentation requirements listed below?

**VI. The Final Project**

You will create a work of art that more or less subtly embodies a political point of view. This can be in any art form, except collage and computer presentations (including “movies“). You may not do a project in your major ( i.e., painting major, music major, theater major. This is your opportunity to explore an unfamiliar discipline.) You may work in small groups, but each person will be graded individually on their participation. The project must be approved by the instructor. Following the presentation, you will discuss your work with the class.

***EXTRA CREDIT:***

Up to two well written, typed critical essays (2-3 pages). will earn extra credit ranging from zero to three points added to total points for the term, depending upon the quality.

**Class Policies and Procedures:**

Attendance: Students are expected to attend all classes and to be present for the entire class. Students who are more than 15 minutes late will be counted absent. If you are late, make sure I count you present. **One point will be dropped from your final grade for each unexcused absence.** If you are ill, bring a doctor’s excuse to ensure that you will receive an excused absence. Unexcused absences are for minor illnesses (flu, cold, etc). Other non-illness excused absences on a case-by-case basis. If you are absent on a day a test is assigned, you will not be able to make up the test without a doctor’s excuse.

Presentation: All outside papers must be typed, with standard formatting, punctuation, and grammar. I.e., 12-point type, one-inch margins, double spaced, no fancy typefaces or large and elaborate headings. A page of typing means margin to margin.

Plagiarism: Every student should read the University’s policy on academic honesty. Plagiarism or cheating on an assignment will result in a failing grade for the course.

**Grades** will be distributed as follows:

Critical Essays	(3 at 5% each)	15%
Response papers	(4 at 5% each)	20%
MYOM Test		7%
UTC Journal		8%
Midterm		10%
Attendance & Participation		30%
Final Project		<u>10%</u>
TOTAL		100%

Grading Scale: A=100-95, A- = 94-92, B+ = 91-90, B= 89-86, B- = 85-83, C+ = 82-79, C =,78-75, C- = 74- 70, D+= 69-67, D= 66-63, D- = 62-60, F= 59-0

**Calendar:**  
**JANUARY:**

15- Syllabus, An Art Event

17- Vocabulary

22- Sophocles, **Oedipus** (play/video) *Class issues and a citizen's responsibility to the state*

25- **Oedipus** pt 2

29- Francisco Goya, *Artist critiques power in a strict monarchy*

31- Pablo Picasso, *Impact of war on civilians and the tyranny of Realism*

**FEBRUARY:**

5- **Degenerate Art 60"** (video/art) *Expressionism was a reaction to the horrors of WWI, The Nazi's reacted negatively to Expressionism*

7- **The Cradle Will Rock 134"** (film/play) *Responsibility of citizen- artist to government, and vice versa, comparisons of class expectations*

12- **The Cradle Will Rock pt 2**

1st Response Paper due

14- discuss the movie

19- **Maus**, (graphic novels, *Read at least Vol.1 on reserve in Library*), *2<sup>nd</sup> person impact of war and genocide on civilians*

21- **Barefoot Gen** (graphic novels, *Read at least Vol.1 on reserve in Library*), *1<sup>st</sup> person impact of war and genocide on civilians* 1st Critical Essay due

25- **Faces of the Enemy** (art/documentary)

26- **Uncle Tom's Cabin** (novel) *Race, class, gender, privilege, historical bias*  
[www.iath.virginia.edu/utc/](http://www.iath.virginia.edu/utc/) UTC Journal due

28- **UTC, pt 2**

SPRING BREAK

**MARCH:**

11- **Do the Right Thing 120"**(film) *Complex look at race, class, and gender under specific geographic and weather conditions* 2nd Response Paper due

13- **Do the Right Thing, pt 2**

18- discuss the movie

20- Midterm

25- **AIDS Chronicles** (documentary), *Homophobia, gender bias, class issues*

27- **Constant Gardener** (film/play)

*Combining traditional and modern theater techniques to address gender issues*

3rd Response Paper due

**APRIL:**

1- **Amandla 103"** (video/music) *Use of music as a populist art form to confront racism*

3- **Amandla, pt 2**

2nd Critical Essay due

8- Thomas Kinkade (painter) *Presentations of the Normative, absence of the Other*

10- **My Year of Meats** (novel) *Post-modern examination of the constructs of race, gender, nationalism, dis-ability, and chemo-ecology* MYOM Test

15- **My Year of Meats, pt 2**

17- **My Year of Meats, pt 3**

22- **Brazil** (film) *Dystopian fascism that looks all too familiar*

4th Response Paper due

24- **Brazil, pt 2**

29- **TBA**

3rd Critical Essay due

**MAY:**

1- Reading Day

6- Final (Projects)

contract  
vocabulary