ELT 208.1: Art and Aesthetics

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Course Outline and Reading Schedule:

Week 1: General Introduction to the course

Week 2: M. H. Abrams, "Orientation of Critical Theories"

Week 3: Plato, *Ion* and *Republic*, Chapter X

Week 4: Aristotle*, Poetics*

Week 5: The Renaissance Art

Week 6: Immanuel Kant, *Critique of Judgement*

Week 7: Edmund Burke, *A Philosophical Enquiry into the Origin of Our Ideas of the Sublime and Beautiful* / Tolstoy, *What is Art?*

Week 8: MID-TERM

Week 9: Oscar Wilde, "The Decay of Lying" / T.S. Eliot "Tradition and the Individual Talent"

Week 10: Walter Benjamin "The work of Art in the age of Mechanical Reproduction" / Maurice Merleau-Ponty "Eye and Mind"

Week 11: Arthur Danto, *The Artworld* / Ted Cohen *High and Low Thinking about High and Low Art*

Week 12: Umberto Eco, *On Beauty*

Week 13: John Berger, *Ways of Seeing*

Week 14: Anne Eaton "Where Ethics and Aesthetics Meet: Titian's Rape of Europa"
Week 15: Bayram

Week 16: Hans-Georg Gadamer, *The Relevance of the Beautiful;* Linda Nochlin "Why Have There Been No Great Female Artists?"

Course Requirements: Attendance is obligatory. Students must attend at least 70% of the course. If students take the course in add and drop session, they are supposed to be present for at least 70% of the semester starting from add and drop session. Students must be fully prepared and come to class on time, having read the assigned material and contribute actively to class discussions.

Grading:

Midterm exam:	90
Class Participation:	10
Total 100 >>> 40%	

Presentation:	10
Cass Participation	10
Final exam:	80
Total 100 >>> 60%	

Further Sources:
Modern and Contemporary Works:
-*Art as Experience* by John Dewey (about art, experience and education)
-*Art* by Clive Bell (about ideas on aesthetics that can enrich lesson content and discussions)
-*Feeling and Form* by Susanne K. Langer (about how art expresses emotions and ideas symbolically)

Online Repositories:
-MoMA Learning, Google Arts and Culture

Journals:
-*The Journal of Aesthetics and Art Criticism, Studies in Art Education*

Applied and Educational Perspectives:
-*The Arts and the Creation of Mind* by Eliot W. Eisner (about the role of arts in education and cognitive development)
-*Variations on a Blue Guitar* by Maxine Greene (about how engagement with art can foster critical and imaginative thinking in education)

Introductory and Accessible Overviews:
-*The Art Question* by Nigel Warburton (about fundamental questions in aesthetics)
-*But Is It Art?* By Cynthia Freeland (about theories and controversies)

Supplementary Readings:
-*The Death of the Author* by Roland Barthes (about challenging traditional views on authorship and interpretation)
-*The Emancipated Spectator* by Jacques Ranciere (about the way art can encourage active engagement and critical thinking)
-*Frames of Mind: The Theory of Multiple Intelligence* by Howard Gardner (about the way artistic intelligence can be integrated into language teaching)
-*Language Play* by David Crystal (about creativity in language and how art can inspire playful use of English)
-*Dictionary of Literary Terms and Literary Theories* by J. A. Cuddon
-*A Short History of Literary Criticism* by Vernon Hall
-*Walk Through Walls: A Memoir* by Maria Abramovic