

MUH233x/ART233x

Comparative Arts

Dr. Alcorn

Spring 2008

MWF 1:15-2:05
McLennan 174

Final Exam 5/7/08 1-3 p.m.

Office Hours: MWF 12-1 p.m.
T 11 a.m.-12 p.m.
R 11 a.m.-1 p.m.

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(Other times by appointment. Sign up in an open slot on the calendar on my office window.)

Catalog Course Description: ART 233X (MUH 233X) Comparative Arts An integrated study of the arts with emphasis on the visual arts and music to learn the forms, styles, and techniques representative of the various historical eras from antiquity to the present. Listening sessions and independent visits to area art collections will be required. Offered spring semester 2008-09 and alternate years. *Three hours.*

Course Goals

1. Students will gain a broad, general understanding of the ways in which the visual arts and the musical arts coexist and function together.
2. Students will be introduced to a selected portion of the repertoire of Western Art music and visual art, and become familiar with the style characteristics of each period discussed.
3. Students will demonstrate their independent ability to make connections between these art forms through a final group project/presentation.

Required Texts

Bishop, Philip E. *Adventures in the Human Spirit*, 5th ed. Upper Saddle River, New Jersey: Prentice Hall, 2007. Packaged with music CD.

Standards

For information on how the content of this course relates to Illinois State Board of Education (ISBE) standards for music educator teacher certification or National Association of Schools of Music (NASM) standards for degrees in music and music education, please access the following web page: www.tiu.edu/music/standards



Communication



E-mail is the safest way to be sure I get a message. Please do not rely on my office voice mail if your message is time sensitive or urgent. Feel free to call me at home, but please don't call after 10 p.m. I use GroupWise to contact you. You are responsible for any information sent out through this two systems, so please be certain to check at least once a day.

Grading System

Exams	500
5 @ 100 points	
Essays	300
1 @ 100 points (What is Art?)	
9 @ 25 points (Critical Thinking Entries)	
Reports.....	300
Art Institute	
2 concerts	
Final Project Presentation.....	200
Attendance.....	3 per class

Policies

Attendance

You will receive 3 points per class. You are tardy if I'm in the process of taking attendance and have already passed your name when you come in. At any point that you come to class late, it is your responsibility to see me after class to be sure I change your "absent" to "tardy." If you neglect to do that, the "absent" remains in the books. A tardy will deduct half of the attendance points for the day. Likewise, leaving early will deduct half of the attendance points for the day.

Please be in your seat, ready to go at 9:00. As always, "ready to go" means papers, pens, laptops are out and ready; not that when I start talking you start unzipping your backpack. Use the restroom before or after class.



Further, please recognize that sheer physical presence in class is not enough. I require you to be alert and attentive, despite what you may feel about the subject matter. If you sleep in class, I mark you absent. If you're writing in your planner, studying for another class, or in any other manner not engaged with the subject matter at hand, I mark you absent. I will not necessarily warn you or even say anything to you. I simply change your "present" to "absent."

If you will need to miss class for any reason on a scheduled exam day, you must notify me at least one week before the exam. Without the week's notice, you will be required to take the exam at the schedule time. Make-up exams are not permitted except in cases of significant illness.

Disabilities

If you have a documented physical, emotional, or learning disability, please let me know before our next class. I'm more than happy to work with you to provide you with the resources or

atmosphere to help make this class a positive experience for you; but I can't do that if I don't know of your need. Please don't wait until it's too late to bring your grade up to decide you really *do* need those accommodations.

Classroom Atmosphere

You will at all times behave courteously to me and to your fellow classmates. I will treat you with respect, and I expect the same from you. You will not talk when someone else has the floor, or you'll be asked to leave. Keep your feet on the floor, not on the chair in front of you. Don't leave your trash in the classroom. I don't mind discrete eating in class, but excessive wrapper rattling or chomping is very distracting, so please use discretion and manners. Use the restroom before class.



I desire this to be a class in which students have completed the assigned reading, have listened to the assigned pieces for the period, have thought through the issues, have come to class with questions and comments and thoughts—I want you to express these, I want there to be lively debate. BUT I want that debate and conversation to be respectful and polite. “Hot debate” doesn't mean rude or unprofessional.

Electronics

Cell phones and pagers are to be turned off, not just to vibrate. Texting, checking phone screens to see who just called (given that your phone is supposed to be *off*) or checking email will result in substantial point deductions. Computers are not permitted in class.



Assignments



Unless noted otherwise, all assignments are due at the beginning of the class period. Late submissions are not accepted, including but not limited to computer failure. Exceptions to this would be of a nature requiring documentation through the Dean of Students (such as serious illness or death in the immediate family).

What is Art Essay

Read: Karen DeMol, *Sound Stewardship*. On reserve at Roling. (entire booklet)

Brand and Chaplin, *Art and Soul*. On reserve at Roling. (scan as much as you can, but read in particular Foreword, Introduction, chapters 1-3 and 12-15)

Other possible sources: Calvin Seerveld, *Rainbows for the Fallen World*

Madeleine L'Engle, *Walking on Water: Reflections on Faith and Art*

Any other material you find that would be helpful. There's tons of it.

5-page consideration toward a definition of Art. The only thing I don't want to see is the postmodern easy answer: anything is art if you think it is. Keep in mind that you're considering both visual art and aural art (i.e., music). What are the absolutes? What are the standards for judging? What about good art/bad art?

Mechanics: 5 pages plus bibliography

double spaced, pages numbered (no number on page 1) top right corner, left justify only, no contractions or second person

excellent, college-level vocabulary; college-level writing and critical thinking

heading on right, single-spaced (name, course number/title, instructor name, date, assignment title)

Be sure you have a clearly-stated claim!

Due: January 25, 2008

Critical Thinking Entries

Each chapter of your text includes a series of questions labeled either “Critical Question” or “The Write Idea.” You will choose one from those given in the particular chapter. Your response should be in the 2-page, double spaced range. Slightly under or slightly over is okay. As always, excellent thinking and excellent writing is of paramount importance. Be sure you have a clearly-stated claim in each entry.

CTE#1	ch 6	1/30
CTE#2	ch 7	2/4
CTE#3	ch 8	2/11
CTE#4	ch 10	2/22
CTE#5	ch 11	3/17
CTE#6	ch 12	3/31
CTE#7	ch 13	4/7
CTE#8	ch 14	4/21
CTE#9	ch 15	4/30

Concert Report/Gallery Notebook

You are required to attend two concerts and one art exhibit. You will submit typed reports on these events, detailing your observations about the art and music based on the same sorts of information we discuss in class (e.g., history of the artist/composer and specific work, form, structure, technique, its relationship to other arts of the period, etc.).



Concerts:

Trinity Community Philharmonic Orchestra-Friday, 2/15-7:30 p.m. ATO Chapel, preceded by pre-concert lecture, 6:45 in Kantzer Lecture Hall



Trinity Community Philharmonic Orchestra-Friday, 4/18-7:30 p.m. ATO Chapel, preceded by pre-concert lecture, 6:45 in Kantzer Lecture Hall

Art Exhibit:

Tuesday 4/22 REQUIRED trip to the Art Institute of Chicago (we will take the train to Union Station and walk on Monroe Street to Michigan Avenue). Tuesday is free day, so your only cost will be the train.



CONTENT

You could approach this several ways. The way most people do these is, frankly, the hardest: describe what you hear or see. It's hard because it gets very boring. Others have compared what they hear to what they know—for example, literature. You might actually have a thesis. For example, the TCPO concert is all-Tchaikovsky; so your thesis might be: "Tchaikovsky's music is clearly imbued with strong marks of Russian nationalism." Then you write your concert report detailing the ways in which the music played at that concert exemplified Russian nationalism. Obviously, that will require a little prior research. At the Art Institute, focus on a particular collection, say, the Impressionist gallery. Develop a thesis related to Impressionism and follow that thesis in your viewing and writing.

MECHANICS

- 2 pages per entry
- typed, double spaced
- 1" margins on all sides
- 10- or 12- point Times New Roman or Arial
- number pages consecutively in upper right corner
- STAPLE (no paperclips)
- No contractions, no 2nd person
- Use a good, formal, college-level vocabulary



GRADING:

75% content, 25% writing. HOWEVER, having said that, in my experience, bad writing creates bad content. They really go hand in hand. I take writing seriously. You need to, as well.

Due: Monday, 4/28

Final Presentation

In groups of two or three, you will choose:

- a style period
- two or three representative works from the visual arts and music that exemplify that style

The style period may be one we've studied in class, but it may also be one we have not studied in class. The art/music examples used, however, may *not* be examples used in class—you must discover your own examples from the style period in question.

With your partners, research—in depth—the style period you have chosen and the artists/composers of your examples. Study thoroughly and carefully. You should be able to

thoroughly define the characteristics of your style period and illustrate those characteristics with your chosen examples. Exactly how you do that in poster form is your creative challenge. What components can you add to a traditional poster presentation to encompass the medium of music? Video? CD? Cassette? Score analysis? Prose description?

1. Presentation should revolve around a tri-fold presentation poster and any additional materials you choose to display (video, audio—really a requirement since we can't get a sense of the music without hearing and seeing it)



- a. Your poster should be creative, neat, professional (e.g., use computer type, not markers—unless you have pretty incredible calligraphic skills or something; mount white paper on a colored border before putting it on the white poster board to make it look more “finished”), visually appealing.

See Poster Tips handout for suggestions.

- b. Your poster and additional materials should communicate the following about your topic:

- i. What the style period is
- ii. Who/what are your featured artists/composers and the particular works shown
- iii. What are the characteristics of visual art and music in this style period
- iv. How are the characteristics of each medium similar and/or different; i.e., how does each medium reflect the prevailing style of that time?
- v. Composer/artist information
- vi. How does the featured composition/art piece exemplify the characteristics of this style period?

- this is not necessarily a complete list of what you'll need to cover to have adequately communicated information about your topic. It's difficult to outline what each and every group should communicate, because it's going to vary depending on what you've been researching. Think detail. We want to know everything there is to know about the how's and the why's of your style period.



- c. Be creative about your over-all presentation impact. How will you set your table area for maximum visual appeal? How will you present yourself (in appearance and in what you say) to immediately draw the interest of those passing by or observing?

- d. You are responsible for obtaining any AV equipment you need. Be sure to think about extension cords, multiple outlet strips, etc. Think details again.

2. The presentation may be science-fair style, or one at a time, depending on how many groups we have.

3. Your grade is based on a 200-point scale. I stress that it is *not* some “easy A.” A lot of work needs to go into the research. 150 points will score the presentation according to the following areas:

- a. content (appropriate topic, research methodology and accuracy, thoroughness of material covered, skill in handling the material, articulated well, presenters have a clear grasp of the material).....80 points
- b. appearance (presentation board is professionally constructed, neat, colorful, creative, organized, articulate; presenters are dressed professionally).....35 points
- c. presentation manner (method of presentation is creative and appropriate, effective, professional, thoroughly considered and thought-through; presenters behave in a professional manner, each person in the group handles the material skillfully and familiarly).....35 points

The remaining 50 points is awarded by your peers, based on an evaluation each of you will fill out about cooperation, effort extended, work accomplished, etc.

★★★2/18 your TOPIC is due. On an 8 ½ x 11 sheet of paper, type the names of the people in your group, what your research will cover, and your general idea of how you will accomplish it, along with a time table of *when* you will accomplish each step.

★★★5/7. You will present your research during the Final Exam period.★★★



"Ugh, modern art."

Class Schedule

	MONDAY	WEDNESDAY	FRIDAY
Week 1		1/9 syllabus review	1/11 Ch 1
Week 2	1/14 Elements of Art	1/16 Elements of Music	1/18 Elements Workshop
Week 3	1/21 MLK Jr. Day	1/23 ch 6	1/25 ch 6 Due: What is Art Essay
Week 4	1/28 ch 6	1/30 ch 7 Due: Critical Thinking Entry #1	2/1 ch 7
Week 5	2/4 ch 8 Due: CTE#2	2/6 ch 8	2/8 ch 8
Week 6	2/11 ch 9 Due: CTE#3	2/13 EXAM 1: Medieval-Renaissance ch 6-9	2/15 ch 10 (TCPO concert)
Week 7	2/18 ch 10 Due: Presentation Topic Proposal	2/20 ch 10	2/22 ch 10 Due: CTE#4
Week 8	2/25 exam review	2/27 EXAM 2: Baroque ch 10	2/29 Spring Break
Week 9	3/10 ch 11	3/12 ch 11	3/14 ch 11
Week 10	3/17 ch 11 Due: CTE#5	3/19 EXAM 3: Enlightenment ch 11	3/21 Easter Break
Week 11	3/24 Easter Break	3/26 ch 12	3/28 ch 12
Week 12	3/31 ch 13 Due: CTE#6	4/2 Day of Prayer	4/4 ch 13 (TCSB concert)
Week 13	4/7 ch 13 Due: CTE#7	4/9 EXAM 4: Romanticism ch 12-13	4/11 MENC Milwaukee-no class
Week 14	4/14 ch 14	4/16 ch 14	4/18 ch 14 (TCPO concert)
Week 15	4/21 ch 14 Due: CTE#8	4/22 TRIP TO ART INSTITUTE OF CHICAGO 4/23 No class	4/25 ch 15
Week 16	4/28 ch 15 Due: Concert/Art Reports	4/30 ch 15 Due: CTE#9	5/2 EXAM 5: Modernism ch 14-15
Week 17		5/7 1-3 FINAL EXAM: Project Presentations	