APPLICATION FOR COURSE CHANGE (MAJOR AND MINOR)

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

1. **General Information.**

a. Submitted by the College of: _Fine Arts_   Today's Date: _Sept. 1, 2011_

b. Department/Division: _Art_

c. Is there a change in "ownership" of the course?   YES ☐   NO ☒

    If YES, what college/department will offer the course instead? _____

d. What type of change is being proposed? ☒ Major   ☐ Minor[1] (place cursor here for minor change definition)

e. Contact Person Name: _Dr. Allan Richards_   Email: _richard@uky.edu_   Phone: _257-3944_

f. Requested Effective Date: ☒ Semester Following Approval   OR   ☐ Specific Term[2]: _____

> **Ofc of the Senate Co…, 7/14/09 11:15 AM**
>
> **Comment [1]:** Excerpt from *SR 3.3.0.G.2* **Definition.** A request may be considered a minor change if it meets one of the following criteria:
> a. change in number within the same hundred series*;
> b. editorial change in the course title or description which does not imply change in content or emphasis;
> c. a change in prerequisite(s) which does not imply change in content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s); d. a cross-listing of a course under conditions set forth in *SR 3.3.0.E*;
> e. correction of typographical errors.
>
> *…for the specific purposes of the minor exception rule, the 600-799 courses are the same "hundred series," as long as the other minor change requirements are complied with. [RC 1/15/09]

2. **Designation and Description of Proposed Course.**

a. **Current Prefix and Number:** _A-E 579_   *Proposed Prefix & Number*: _A-E 579_

b. **Full Title:** _Arts and Humanities in Art Education_   *Proposed Title*: _Arts and Humanities in Art Education_

c. **Current Transcript Title** (if full title is more than 40 characters): _____

c. *Proposed Transcript Title (if full title is more than 40 characters)*: _____

d. **Current Cross-listing:** ☒ N/A   OR   Currently[3] Cross-listed with (Prefix & Number): _____

    Proposed – ☐ ADD[3] *Cross-listing (Prefix & Number)*: _____

    Proposed – ☐ REMOVE[3, 4] *Cross-listing (Prefix & Number)*: _____

e. **Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours[5] for each meeting pattern type.**

Current:	2 Lecture	_____ Laboratory[5]	_____ Recitation	_____ Discussion	_____ Indep. Study
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____		

Proposed:	*3 Lecture*	_____ *Laboratory*	_____ *Recitation*	_____ *Discussion*	_____ *Indep. Study*
	_____ *Clinical*	_____ *Colloquium*	_____ *Practicum*	_____ *Research*	_____ *Residency*
	_____ *Seminar*	_____ *Studio*	_____ *Other – Please explain:* _____		

f. **Current Grading System:** ☒ Letter (A, B, C, etc.)   ☐ Pass/Fail

    Proposed Grading System: ☒ *Letter (A, B, C, etc.)*   ☐ *Pass/Fail*

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[1] See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair*. If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.
[2] Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
[3] Signature of the chair of the cross-listing department is required on the Signature Routing Log.
[4] Removing a cross-listing does not drop the other course – it merely unlinks the two courses.
[5] Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See *SR 5.2.1.*)

Rev 8/09

g.	**Current number of credit hours:**	2	*Proposed number of credit hours:*	3	

h.	**Currently, is this course repeatable for additional credit?**		YES ☐	NO ☒
	Proposed to be repeatable for additional credit?		YES ☐	*NO* ☒
	If YES: *Maximum number of credit hours:*	_____		
	If YES: *Will this course allow multiple registrations during the same semester?*		YES ☐	NO ☒

i.	**Current Course Description for Bulletin:**	Inquiry into the relationship of current philosophies of art education and aesthetics: a consolidation of art education ideas with a formation of criteria for making value judgements: the development of a personal viewpoint consistent with education and art as humanistic endeavors.
	Proposed Course Description for Bulletin:	*SAME AS ABOVE*

j.	**Current Prerequisites, if any:**	Major in Art Education/ ADMISSION TO THE TEACHER EDUCATION PROGRAM (TEP)
	Proposed Prerequisites, if any:	*Major in Art Education/ ADMISSION TO THE TEACHER EDUCATION PROGRAM (TEP*

k.	Current Distance Learning(DL) Status:	☒ N/A	☐ Already approved for DL*	☐ *Please Add*[6]	☐ *Please Drop*

*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box ☐) that the proposed changes do not affect DL delivery.

l.	**Current Supplementary Teaching Component, if any:**	☒ Community-Based Experience	☐ Service Learning	☐ Both
	Proposed Supplementary Teaching Component:	☒ *Community-Based Experience*	☐ *Service Learning*	☐ *Both*

3.	**Currently, is this course taught off campus?**	YES ☐	NO ☒
	Proposed to be taught off campus?	YES ☐	NO ☒

4.	**Are significant changes in content/teaching objectives of the course being proposed?**	YES ☐	NO ☒
	If YES, explain and offer brief rationale:		
	_____		

5.	**Course Relationship to Program(s).**		
a.	**Are there other depts and/or pgms that could be affected by the proposed change?**	YES ☐	NO ☒
	If YES, identify the depts. and/or pgms: _____		
b.	**Will modifying this course result in a new requirement[7] for ANY program?**	YES ☐	NO ☒
	If YES[7], list the program(s) here: _____		

6.	**Information to be Placed on Syllabus.**	
a.	☐ Check box if <u>changed to</u> 400G or 500.	If <u>changed to</u> 400G- or 500-level course you must send in a syllabus and *you must include the differentiation* between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See *SR 3.1.4*.)

[6] You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.
[7] In order to change a program, a program change form must also be submitted.

APPLICATION FOR COURSE CHANGE (MAJOR AND MINOR)
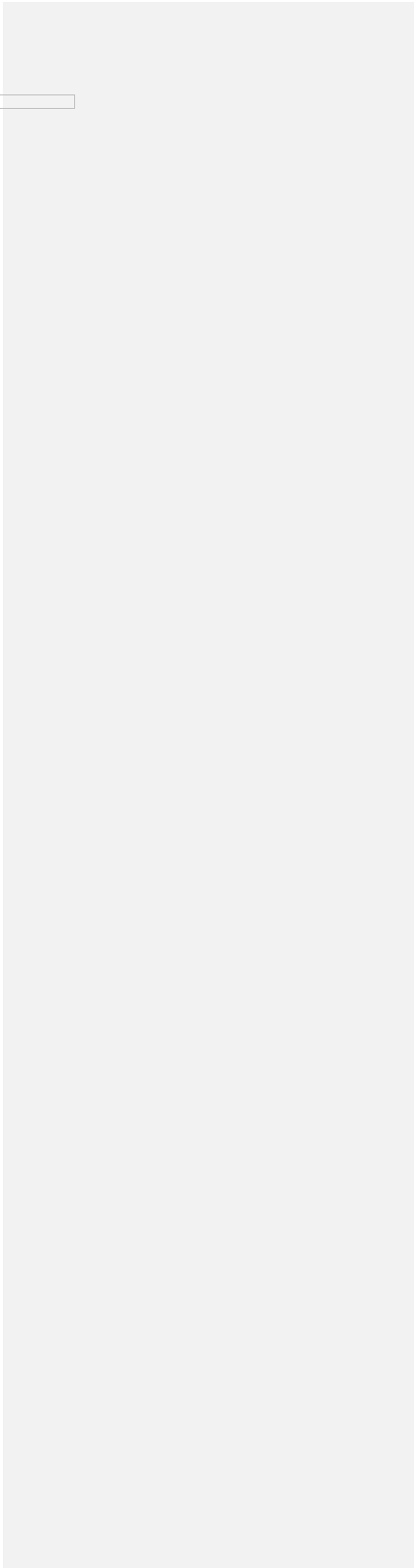
APPLICATION FOR COURSE CHANGE (MAJOR AND MINOR)

Signature Routing Log

General Information:

Course Prefix and Number: A-E 579

Proposal Contact Person Name: Allan Richards   Phone: 7-3944   Email: richard@uky.edu

INSTRUCTIONS:
Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Art	9/2/2011	ben withers / 7-4013 / bwithers@uky.edu	
College of Fine Arts	1/27/2012	G.Maschio / 7-1707 / gmasc1@uky.edu	
		/ /	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision[8]
Undergraduate Council	4/10/2012	Sharon Gill	
Graduate Council	5/3/12	Brian Jackson	
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:
_____

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[8] Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

A-E 579, Arts and Humanities in Art Education
Syllabus

"Research and Reflection for Learning and Leading"

Instructor:	Dr. Allan G. Richards
Office Location	Fine Arts Building 303
Phone Number	859-257-3944
Email	richard@uky.edu
Virtual Office Hours	By appointment
Technological Requirements	Computer with internet access or access to UK computer facilities. Access to digital video recording devices (digital camera, digital video recorder, laptop webcams)
For Technological assistance	Contact TASC at http://www.uky.edu/TASC or call 859.257.8272 Contact Information Technology Customer Service Center http://www.uky.edu/UKIT or 859.257.1300
Technical Complaints	Contact the College of Education Instructional Technology Center at 859.257.7967 or contact Information Technology Customer Service Center http://www.uky.edu/UKIT or 859.257.1300
Preferred method for contacting instructor	Email
Anticipated Response Time	Within 24 hours of receiving email request.
Information on Distance Learning Library Service	N/A
DL Librarian	N/A
DL Interlibrary Loan Service	N/A
Face-to-Face Librarian	Brad Carrington, Education Librarian brad.carrington@uky.edu 859.257.7977
Face-to-Face Interlibrary Loan Service	http://libguides.uky.edu/educ
Course Website:	Blackboard

Course Description
This course inquires into the relationships of current philosophies of art education and aesthetics; a consolidation of art education ideas with a formation of criteria for making value

judgment; and the development of a personal viewpoint consistent with education and art as humanistic endeavors.

Prerequisite:
Students must be admitted to the Teacher Education Program (TEP), or have the consent of the instructor.

UK College of Education Professional Themes
This course will address the four themes of the conceptual framework for the UK professional education unit: *research, reflection, learning,* and *leading*. Students will be given the opportunity to review, analyze, discuss, and apply *research* from diverse perspectives in education, including professional scholarship and practitioner inquiry, in order to reflect on their own practices as they study, observe, and practice in P-12 school and university classrooms. *Reflection* will also be integrated into students' learning opportunities through the production of written essays and analyses of observation and teaching experiences to help students take advantage of the analytical and problem-solving skills that comprise critical professional reflection on one's own teaching. This course emphasizes the commitment of the professional education unit to ensure that its graduates move into their professional lives equipped for life-long *learning* as educators who will be active in *leading* colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four themes is to produce teacher leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

Course Learning Targets, Outcomes, and Assessments
This course has been designed to provide students with opportunities to acquire skills, knowledge, conceptual understanding, classroom experience through the design and execution Research Projects in Art Education on relevant situations found in a school setting or other appropriate venues and these topics must be approved by the instructor. These learning targets are aligned with Senate Bill 1 expectations including, Kentucky Academic Core Standards, Assessment Literacy, College & Career Readiness, and Characteristics of Highly Effective Teaching and Leanring. By the end of this course, students will have gained the following:

Learning Target/Outcome	Assessment (Formative/Summative)
Understand the relationships of current philosophies of art education and aesthetics as a consolidation of art education ideas with a formation of criteria for making value judgment.	Multimodal assessment (Formative)
Develop a personal viewpoint consistent with education and the arts as humanistic endeavors.	Summative

Course Delivery

This course is designed as a hybrid.

Senate Bill 1 Initiatives

This course will provide students an opportunity to advance their knowledge and mastery of the "tools" associated with Kentucky education reform, including the Kentucky Core Academic Standards (as they become available), assessment literacy – assessment *for* learning, Characteristics of Highly Effective Teaching and Learning, College and Career Readiness, and the new accountability system as it becomes available. As students carry out projects and complete assignments that involve instructional activities for P-12 students in Kentucky schools, they will address one or more components of the Senate Bill 1 initiatives.

Optional Text

Fiero, G. K. (2006). The humanistic tradition: Prehistory to the early modern world –Volumes 1 & II. (5th Edition). New York: McGraw Hill.

Grades

Grades will be assigned based on the following criteria:

Presentation and discussion (35 points): Presentations and discussions of the belief, thoughts, and traditions of humankind as reflected in history and in other interpretations in class.

Mid-term examination (30 points): This will be a review of the first half of the semester as follows:

> a)   Completion of all assignments
> b)   Engagement in all discussion sessions
> c)   Posting assignments on time
> d)   Evidence of critical analyses of collected data
> e)   Evidence of quality research

Additional assignment for graduate students (10 points). Graduate students are expected to develop a lesson plan that demonstrates how they would teach a selected art-form in arts and humanities to a particular grade level integrating technology as a motivating element and as a delivery tool for communicating ideas and concepts that are critical for student participation and learning in this selected art-form.

Final project (10 points): Student will select an historical event, do the research, and digitally present the research (in dance, music, theatre, visual arts, and literature) in the form of a fully developed curriculum and lesson plan for a selected school. Students will be evaluated on their thoughtful presentation of the project to the class.

Participation (10 points). These points will reflect the student's participation in class discussion and being on time to class. Two points will be subtracted for each absence. In the case of

excused absences, the student may arrange with the instructor to make up missed exercises and assignments outside the regular class time.

Students who are late in arriving to class are responsible for finding out what instructions or assignments they have missed by asking other students or by making an appointment with the instructor. Students having trouble with attendance and participation or with any aspect of this course are encouraged to speak with the instructor as soon as the problem arises.

Attendance is taken at the beginning of each class. Students are responsible for the verification of absences.

Due dates for assignments are announced when they are assigned. The general expectation is that all assignments will be turned in on or before the announced date.

Quizzes (5 points): Quizzes based on core content knowledge will occasionally be given.

Late Assignments
Late assignment will be handled at the discretion of the instructor.

Grading Scale
Since both undergraduate and graduate students can register for this course, the different expectations for both these groups of students are indicated. These expectations are reflected in the number of points students can earn in this course. Undergraduate students may earn up to 90 points while graduate students, by virtue of their extra assignment, can earn up to 100 points for this course. These points are parlayed into grading scales that are presented below:

Grading scale for undergraduate students:
80 – 90 points = A
70-79 points = B
60-69 points = C
…….…50-59 points = D
…..Below 50 points = E

Grading scale for graduate students (no Ds for Grad Students):
……….90-100 points = A
……….80 – 89 points = B
……….70 – 79 points = C
…….Below 70 points = E

Mid-term Grade (for 100-400 level courses, and for undergraduates in 500 level courses)
Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar
(http://www.uky.edu/Registrar/AcademicCalendar.htm)

Attendance
If for any reason a candidate misses more than 1/5 the consultation contact hours, this student may be asked to withdraw from the course. In the case of excused absences, the candidate may arrange with the instructor to make up missed consultation visits. Candidates having difficulties

meeting their commitment in this course should notify the instructor as soon as the problem arises.

Excused Absences: S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences:
 1) serious illness;
 2) illness or death of family member;
 3) University-related trips;
 4) major religious holidays;
 5) other circumstances you find to be "reasonable cause for nonattendance."

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day for adding a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (257-2754).

Excessive Absences
According to the Rules of the University Senate, those students who miss more than 20% of the class FOR ANY REASON may be dropped by the instructor from the class. This is true even if you are sick and have medical excuses. The rationale for this rule is that people who miss more than 20% are not really receiving the content of the course.

From the Rules of the University Senate, Part II, 5.2.4.2 Excused Absences:
If attendance is required or serves as a criterion for a grade in a course, and if a student has excused absences in excess of one–fifth of the class contact hours for that course, a student shall have the right to petition for a "W," and the faculty member may require the student to petition for a "W" or take an "I" in the course. (US: 2/9/87; RC: 11/20/87)

Participation and Professionalism
The Art Education program is a teacher preparation program, and as such expects you to work and to transition into the teaching profession. This entails both mature personal behavior and professional conduct based on the College of Education's Functional Skills and Dispositions (see Student Handbook at http://education.uky.edu/AcadServ/content/ student-handbook-education-programs).   These include 1) communicating appropriately and effectively, 2) demonstrating constructive attitudes, 3) demonstrating the ability to conceptualize key content, 4) interacting appropriately with diverse groups in educational settings (including colleagues and students), and 5) demonstrating a commitment to professional ethics and behavior.

Students who fail to attend class on a regular basis, participate as expected, and/or conduct themselves professionally or ethically will be required to meet with the instructor to set improvement goals, and may face failure or expulsion based on due process policies set by the College of Education and Teacher Education Preparation program. You are encouraged to

communicate regularly with the instructor so that you are aware of your standing. This may be accomplished via face-face meetings during office hours and via email.

Students with Special Needs
The American with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protections for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides a reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please notify your instructor and contact the Disability Resource Center (Mr. Jake Karnes, jkarnes@uky.edu) 257-2754, room 2 Alumni Gym.

The course will be conducted with openness and respect to all individuals' points of view and experience. The activities and discussions will not tolerate discrimination or prejudice toward any person or group's religion, ethnicity, disability, gender, or sexual orientation.

Ethics Statement
This course and its participants will not tolerate discrimination, violence, or vandalism. The Art Education Program is an open and affirming area for all people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetrate discrimination, violence, or vandalism. The University of Kentucky is an Affirmative Action and Equal Opportunity institution and affirms its dedication to non-discrimination on the basis or race, color, religion, gender, age, sexual orientation, domestic partner status, national origin, or disability in employment, programs, and services. Our commitment to non-discrimination and affirmation action embraces the entire university community including faculty, staff, and students.

All students are expected to conduct themselves in an appropriate and ethical manner during their UK classes and related field placements, as befitting students, future teachers, and ambassadors for the University of Kentucky. Any unethical behavior in class or during your field placements may result in failure for the course and/or expulsion from the Art Education program, determined on a case-by-case basis. Faculty will follow all university due process procedures in cases of academic or ethical misconduct.

Statement on Plagiarism
All materials generated for this class (which may include but are not limited to syllabi and in-class materials) are copyrighted. You do not have the right to copy such materials unless the professor or assistant expressly grants permission. As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writing, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have permission of that person. Plagiarism is one of the worst academic violations, for the plagiarist destroys trust among others.

Legal Action

Students charged with violations of criminal law will be suspended immediately from the Teacher Education Program and/or field experiences until the case is settled. Students are responsible for reporting such charges to the Program Faculty Chair.

Commitment to Diversity& Equity
The Art Education Program is committed to: making diversity central to policies, decisions, and practices; evaluating progress toward diversity in the program; disseminating results widely; and using these results to strengthen diversity for the Commonwealth.

Equitable access to high quality instruction in Kentucky's schools is directly and indirectly affected by UK's Art Education program's beliefs in and support for social diversity in schools. Moreover, the Commonwealth is directly affected by the ability of its youth to acquire high levels of skill in art education that can then be used by them as citizens to enhance their communities and participate in the state's ongoing progress and prosperity in local, regional, national, and global contexts. Therefore, it is essential for our teacher candidates to understand issues related to social diversity and make a commitment to value diversity as they engaged in teaching, research, reflection, learning, and leadership. By valuing diversity, our program is committed to enabling and empowering all people in educational contexts regardless of their race, ethnicity, gender, social class, sexual orientation, domestic partner status, and so forth.

Commitment to Addressing the Achievement Gap
The Art Education Advanced Program aligns itself with the positions of Standard III of the National Board for Professional Teaching Standards in Art for Early Childhood, Middle Childhood, and Early Adolescence (NBPTS). Standard III advocate for equity and diversity; accomplished art teachers are committed to the celebration of diversity, practice equity and fairness, and use the multicultural content of art to promote opportunities to learn tolerance and acceptance of others.

Equity and diversity in Art Education is directly related to closing the achievement gap. Instructor and students must speak the same language for students to maximize their learning opportunities with that instructor. Simply put, if students do not speak the same language as the instructor minimal learning will take place.

Students in K-12 education come from different backgrounds (economic, social, ethnic, etc.) and for them to maximize their learning art teachers must provide content materials that reflect the customs and traditions of their students and ensure diversity and promote equity across every aspect of the classroom engagement.

Commitment to Technology
The Initial Preparation Certification Program in Art Education is committed to teaching candidates so they use technology as a personal and professional tool. Our program is guided by NCATE standards, EPSB Kentucky Teacher Standards, EPSB Themes, and UK College of Education Technology Standards as they relate to technology, the NBPTS Early Childhood and

Middle Childhood Art Standards for Teachers of Students, Ages 3-12, and the NBPTS Early Adolescence through Young adulthood Art Standards for Teachers of Students, Ages 11-18 plus.

Course Components

Course readings and assessments have been selected and arranged in compliance with policies set forth by Senate Bill 1 (March 2009), the Kentucky Teacher Standards, SPA Standards, Kentucky Core Academic Standards, University of Kentucky Teacher Leader Standards, University of Kentucky Functional Skills and Dispositions, University of Kentucky Technology Standards, the Kentucky Education Professional Standards Board (EPSB) themes of Diversity, Assessment, Literacy, and Closing the Achievement Gap, and the National Council for the Accreditation of Teacher Education Standards.

Task	Task Description	Standards Alignment
Discussion	Praxis II, ethical use of the internet, and technology, out-of-state certification	FSD 5, UKTech 6
Pretest application	Pretest application to determine students' prior knowledge	
Discussion of pretest	Discussion of pretest and presentation of syllabus	KTS1
Research and discussion	Ancient and lineage-based cultures: Near Eastern, African, European, Native American	KTS 1
Research and discussion	Pacific Rim: Asian cultures: China, Japan, India, Malaysia, Korea	KTS 1
Research and discussion	Classical Greece and Rome 800 BC -400 AD. Instructs and perfects humans: ritual workshop. Presents the universal idea of beauty through logic, order, reason and moderation.	KTS 1
Research and discussion	Islamic and Judaic 500-700. Worships without "graven images." Decorates surface of useful objects.	KTS 1
Research and discussion	Medieval 400-1400. Instructs in Christian faith. Appeals to the emotions, stresses importance of religion.	KTS 1
Research and discussion	Renaissance 1400 – 1600. Reconciles Christian faith and reason. Promotes "rebirth" of the classical ideal. Allows new freedom of thought.	KTS 1
Research and discussion	Baroque 16001750. Rejects the limits of previous styles. Restores the power of the monarchy/church excess, ornamentation, contrast, tensions, and energy.	KTS 1
Research and discussion	Neo-Classicism/"classical;" 1750 – 1820. Style of music. Reacts to the excesses of the monarchy and ornamentation of the Baroque. Returns to order, reason and structural clarity.	KTS 1
Research and discussion	Romanticism 1825 – 1900. Revolts against neo – classical order/reason. Return to nature/imagination: freedom, emotion, sentimentality, spontaneity,	KTS 1

	patriotism, primitive and supernatural.	
Research and discussion	Realism 1820 – 1920. Seeks the truth. Finds beauty in the commonplace. Focuses on the Industrial Revolution and the conditions of working class.	KTS1
Research and discussion	Impressionism and Post – Impressionism 1850 – 1920. Shows the effects of light and atmospheric conditions. Spontaneously captures a moment of time. Expresses reality in different ways.	KTS 1
Research and discussion	Modern and Contemporary 1900 – Present. Breaks with or redefines the conventions of the past. Uses experimental techniques. Shows the diversity of society and the blending of cultures.	KTS 1
Research selected topic	Present the created lesson plan and curriculum	KTS 2, FSD 3, UKTech 1, 2,3

THE INSTRUCTOR RESERVES THE RIGHT TO CHANGE ANY PART OF THIS SYLLABUS DURING ANYTIME IN THE SEMESTER. STUDENTS WILL BE ADEQUATELY NOTIFIED WHENEVER CHANGES OCCUR.

Course Schedule and Outline

CLASS	DATE	DAY	Topics for Research and discussion for A-E 579
1	1-12	R	*Introduction and Pretest*
2	1-19	R	Praxis II, character and fitness, ethical use of the internet and technology tools and pretest review Discuss Mid-level review and the standards
3	1-26	R	Ancient and lineage-based cultures: Near Eastern, African, European, Native American. -Dance: Ritual in African dance/Native American dance -Theatre: Religious ritual and ceremony, story telling -Visual Arts: African masks, pyramids Literature: Gilgamesh Epic
4	2-2	R	Pacific Rim: Asian cultures: China, Japan, India, Malaysia, Korea. -Theatre: Noh, Kabuki -Visual Arts: Ceramics, textiles -Literature: Haiku
5	2-9	R	Classical Greece and Rome 800 BC -400 AD. Instructs and perfects humans: ritual workshop. Presents the universal idea of beauty through logic, order, reason and moderation. -Music: Pythagoras –music theory -Theatre: tragedy, Sophocles -Visual Arts: Discus Thrower, The Parthenon -Literature: Homer, Plato
6	2-16	R	Islamic and Judaic 500-700. Worships without "graven images." Decorates surface of useful objects. -Visual Arts: Islamic architecture -Literature: Torah, Bible, Koran
7	2-23	R	Medieval 400-1400. Instructs in Christian faith. Appeals to the emotions, stresses importance of religion. -Music: Byzantine, Gregorian Chant, beginning of polyphony -Dance: Tarantella -Theatre: Morality plays, Everyman -Visual Arts: Byzantine, Gothic, and Romanesque architecture Literature: Arthurian Legends
8	3-1	R	Renaissance 1400 – 1600. Reconciles Christian faith and reason. Promotes "rebirth" of the classical ideal. Allows new freedom of thought. -Music: counterpoint, Palestrina -Dance: court dances -Theatre: Commedia dell'arte, Shakespeare -Visual Arts: DaVinci, Michelangelo -Literature: Machiavelli, Shakespeare

March 5, 2012			Midterm
9	**3-8**	**R**	Baroque 16001750. Rejects the limits of previous styles. Restores the power of the monarchy/church excess, ornamentation, contrast, tensions, and energy -Music: fugue, Bach, Vivaldi _Dance: Development of Ballet by Louis XIV -Visual Arts: Rembrandt, Caravaggio
March 12-17, 2012			Spring Break
10	**3-22**	**R**	Discuss final project
10	**3-22**	**R**	Neo-Classicism/"classical;" 1750 – 1820. Style of music. Reacts to the excesses of the monarchy and ornamentation of the Baroque. Returns to order, reason and structural clarity. -Literature: Swift -Music: Mozart, Beethoven, Haydn -Theatre: satire -Visual Arts: David, Thomas Jefferson
11	**3-29**	**R**	Romanticism 1825 – 1900. Revolts against neo –classical order/reason. Return to nature/imagination: freedom, emotion, sentimentality, spontaneity, patriotism, primitive and supernatural. - Dance: Golden Age of Ballet -Literature: Dickinson, Wordsworth -Music: Beethoven, Tchaikovsky, Wagner -Theatre: melodrama -Visual Arts: Constable, Goya
12	**4-5**	**R**	Realism 1820 – 1920. Seeks the truth. Finds beauty in the commonplace. Focuses on the Industrial Revolution and the conditions of working class. -Dance: folk and social dance -Literature: Cather, Dickens, Twain -Theatre: Ibsen -Visual Arts: Courbet, Manet
13	**4-12**	**R**	Impressionism and Post – Impressionism 1850 – 1920. Shows the effects of light and atmospheric conditions. Spontaneously captures a moment of time. Expresses reality in different ways. -Literature: Kate Chopin, Crane -Music: Debussy, Ravel -Visual Arts: Monet, Van Gogh, Cassatt, Rodin
April 19, 2012			Final project due

14	4-19	R	Modern and Contemporary 1900 – Present. Breaks with or redefines the conventions of the past. Uses experimental techniques. Shows the diversity of society and the blending of cultures. -Dance: Alvin Ailey, Balanchine, Baryshnikov, Fokine, Graham -Literature: Dunbar, T.S. Eliot, Hughes, Steinbeck, R. P. Warren, Fitzgerald -Music: Copland, Stravinsky, Ellington, Gershwin, Folk, popular, Jazz -Visual Arts: Picasso, Warhol, O'Keeffe, Dali, Lange, Wright, Jacob Lawrence

THIS SCHEDULE IS SUBJECT TO CHANGE WITH PRIOR COMMUNICATION TO STUDENTS.