

AVT 307-001
George Mason University
Fall 2016 M 1:30-4:10
School of Art 1005

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hours: M 10:30-1:30, by appt.

COURSE SYLLABUS AESTHETICS

It is very difficult to choose something that is absolutely devoid of aesthetic pleasure.
—Marcel Duchamp

All the world is not, of course, a stage, but the crucial ways in which it isn't are not easy to specify.
—Erving Goffman

Aesthetics is more than philosophy or theory of art and beauty; it is a way of inhabiting space, a particular location, a way of looking and becoming.
—bell hooks

For me a work of fiction exists only insofar as it affords me what I shall bluntly call aesthetic bliss, that is a sense of being somehow, somewhere, connected with other states of being where art (curiosity, tenderness, kindness, ecstasy) is the norm.
—Vladimir Nabokov

*I look; morning to night I am never done with looking.
Looking I mean not just standing around, but standing around
as though with your arms open.*
—Mary Oliver

The Igbo people say, If you want to see it well, you must not stand in one place.
—Chinua Achebe

In order to catch even a fleeting glimpse of the world, we must break with our familiar acceptance of it.
—Zia Haider Rahman

The impulse of modern art is the desire to destroy beauty.
—Barnett Newman

Beauty is now underfoot wherever we take the trouble to look.
—John Cage

COURSE DESCRIPTION

This course will address the complexity of the contemporary aesthetic experience through a related series of questions that drive the discourse in contemporary visual and performing arts: How do we open ourselves to what is unfamiliar in the arts and what is the purpose in doing so? Who decides what is of value in the arts and how are these determinations made? How does art respond to culture and how does it lead it? What is the place of beauty in the arts and how has that concept changed over time? Just what *is* art anyway? In this course we will look at how contemporary artists have presented us with answers to these questions that are sometimes startling and difficult, sometimes pleasurable and affirming, but always provocative and engaging.

The notion of the aesthetic will be examined as it pertains to experiences in nature, in the environment, in the senses, in social and cultural systems, conventions and institutions, and in works of art. Individuals' concepts of the aesthetic will be identified and analyzed, and the course will work at an expansion of the notion of the aesthetic to include conceptions that go beyond "beauty" and convention. Emphasis will be placed on examining a broad range of contemporary art and culture to engage an expansive, amplified, and subversive experience of the aesthetic. In addition, the current cultural wars being waged over the forms, content, and aims of contemporary art will be examined for their suggestions of a shift in the governing aesthetic paradigms. The student will become aware of how the contemporary practice of art moves beyond the production of artworks to involve the artist's disciplined efforts to observe, engage, and interpret the processes of living.

The course aims at the creation of heightened aesthetic perception. Emphasis will be placed on how the process of a refined aesthetic consciousness is grounded in the raw materials of human experience and daily life, as well as in art experiences. Through observation, contemplation, sensation, reading, writing, attendance at arts events, and heightened self-awareness, the student will engage as an aesthetic observer of and participant in the world.

REQUIRED TEXTS

- Diane Ackerman, *A Natural History of the Senses*. NY: Vintage, 1990.
- Kakuzo Okakura, *The Book of Tea*. NY: Shambala Publications, 2001. (Or any edition; may also be available for free download.)
- Lawrence Weschler, *Seeing Is Forgetting the Name of the Thing One Sees: A Life of Contemporary Artist Robert Irwin*. U of California Press. (Any edition.)
- Other reading assignments as listed in the Course Outline.

REQUIRED VISUAL MATERIALS

Videos and DVDs assigned to be viewed outside of class are available in the Media Services area of the Johnson Center Library, as well as on rental services, or online.

COURSE REQUIREMENTS

- **All internet devices must be OFF during class. NO exceptions.**
- Class attendance is essential as material will be presented that cannot be replicated outside of class.
- Once the class starts, do not leave the classroom without permission of the instructor.
- Cell phones must be OFF in class.
- Completion of assigned readings and videos, and participation in class discussion indicating familiarity with these materials.
- Completion of weekly responses to the assigned material. *See attached guidelines.*
- Off-campus museum visits and response as indicated in MUSEUM VISITS section of the syllabus. Document your visits with photos OR gather museum publications [pamphlets and brochures] that supply documentation of your attendance.
- Should students have to miss class for any reason, they are expected to take initiative in obtaining notes, assignments, and handouts **from class partners**.
- Class communications will be sent via GMU email. You must activate, maintain, and regularly check your GMU email. You are responsible for notices sent via email.

EVALUATION

- 30% **PREPARED** participation in class
- 10% Assigned museum visits
- 60% Weekly Responses

Grading Standards:

- A grade of **A** is given only for **superlative** work that demonstrates a profound commitment to the course material and demonstrates mastery of its content, and further, that goes on to employ this material as a springboard for independent thought and work.
- A grade of **B** is given for **exceptional** work that completely fulfills all the requirements of the course in a conscientious and dedicated manner, and further, that demonstrates mastery of the course content.
- A grade of **C** is given for work that fulfills all the requirements of the course in a **satisfactory** manner, but that falls short of demonstrating rigor and mastery. This is the average grade.
- A grade of **D** is given for work that **falls short of being satisfactory** in terms of completion and/or engagement.
- A grade of **F** is given for work that **fails** to fulfill the requirements of the course as listed above.

An Important Note about Grading: Requirements for this course are not graded numerically; rather I will adhere to the Grading Standards listed above, which assess rigor of thought and mastery of the course content, as demonstrated by students' verbal and written work. Class participation and completion of assignments are the **minimum** requirements for a satisfactory (i.e., C) grade.

WEEKLY RESPONSES

Written responses to the class material will document the development of your thought over the course of the semester. These writings, *which must be typed and printed on paper*, are turned in each class for the readings/videos/websites to be discussed that week. **(NOTE: Writing is NOT accepted by electronic transmission. No exceptions.)** These responses will form the basis of class discussion. Focus your writing on the following:

- 1) After completing the assigned readings and visual materials, record your reactions to the main **ideas** or themes. Examine what was intriguing, stimulating, provocative, or insightful about each assigned work. Record your insights and “ahas.” Do not make general statements; explain what you mean with detail, examples, and further thoughts. Cite relevant passages, events, and examples from the readings and videos, where appropriate. Take me through your thought process to explain how the readings and videos led you to your conclusions.
- 2) More briefly, record your reactions to materials that were presented in the previous class, including discussion and any videos that were screened. Raise questions about the discussion and videos, and record your insights and “ahas.” Use this opportunity to revisit your previous responses; did class discussion clarify things or change your ideas about what you had written previously?

At the top, **list the number of the response as listed on the course outline** (for example, Response #3). Your weekly response might treat each assigned subject separately, or you might choose to group the readings and videos into an essay that analyzes them comprehensively. Whichever way you decide to organize your response, **list the subjects of the writing in the header for each section** (that is, the names of the readings and/or videos you are addressing in that section).

NOTE: The subject of the response is the *ideas* in the readings/videos, not whether you liked or did not like the assigned work or artists.

All these writings should not just address the assigned readings, videos, or museum experiences, but they should also make connections with other materials that you are reading, seeing, thinking about, etc. They may contain descriptions, observations, questions, etc. about aesthetic experiences; ruminations about materials presented in class; relevant quotations; thoughts about other arts experiences you are having; etc. You should be recording the development of your notions about aesthetic experience.

These writings should constitute a record of developments in your thinking that the course materials may invoke and provoke. Be open, responsive, creative, and thoughtful. Taken together, these responses should document the development of your intellectual development over the course of the semester.

More than half your grade will be based on these written responses. They will be evaluated on the basis of the *thought and care* demonstrated, the completeness and quality of presentation, the engagement with the *ideas* in the readings and videos, and evidence of intellectual development.

One letter grade will be deducted for late responses. (The only exception is documented illness or emergency.)

MUSEUM VISITS

The week of October 23 has been set aside for museum visits on your own time (in lieu of classes). You may go to the museums at any time that is convenient for you before the last day of class (December 4), when the museum response is due. The museums are open every day from 10:00am-5:30pm; admission is free. The closest Metro stops are Smithsonian and L'Enfant Plaza.

The three museums are in walking distance from each other on the National Mall. It is easy to get to the museums from campus: Take the free Mason-to-Metro shuttle that leaves campus every half hour (<http://shuttle.gmu.edu/masontometro.html>). At the Vienna Metro, take the Orange Line: The Smithsonian stop is closest to the Sackler and African Art. One stop beyond, L'Enfant Plaza takes you closer to the Hirshhorn.

Please visit ALL the following museums; you are free to choose the specific exhibitions at each of these museums that interest you:

- Freer Gallery of Art, Jefferson Drive at 12th Street, SW/Arthur M. Sackler Gallery, 1050 Independence Avenue (www.asia.si.edu)**
- National Museum of African Art, 950 Independence Avenue SW (<https://africa.si.edu/>)
- Hirshhorn Museum, Independence Avenue at 7th Street SW (<http://hirshhorn.si.edu>)

**NOTE: The Freer/Sackler Gallery is closed for renovation until Saturday, October 14 at 5pm. See <http://www.asia.si.edu/reopening/illuminasia.asp>

If you choose to do the museum visit before the Freer/Sackler re-opening, you should substitute a visit to the National Gallery of Art/East Building, 4th and Constitution NW (www.nga.gov).

Write a response to the museum exhibitions that follows the general guidelines set forth in “Weekly Responses.” After visiting the required museums, record what you saw and experienced, as well as your responses to the art. **Document** your visits with photos. (Alternative to photos: Gather museum publications [pamphlets or brochures] that supply documentation of your attendance.) These responses can be submitted at any time up to December 4.

GUIDELINES FOR CLASS DISCUSSION

NOTE: There are varying comfort levels with speaking extemporaneously in a group. If you are reluctant to speak in class, please *challenge* yourself to offer oral commentary. *Your insights and questions are vital to our collective success.*

Class discussion will be structured around the idea of a seminar, i.e., each member of the class is responsible for contributing to discussion of the readings, films, and assignments. (Note: Participation is worth **30%** of your final grade.) Each class member is responsible for the success or failure of the discussion. The following guidelines will be followed in class discussion:

- You must bring assigned readings to class, as well as something to write with and on.
- You must come on time and come *prepared*.
- You must discuss carefully and be prepared to *listen* as well as to talk
- Discussion will be grounded in readings and videos, and will remain focused and structured.
- Respect for the opinions of other class members forms the basis of class discussion.
- If, for some reason, you have come to class unprepared, identify yourself as such and listen to the discussion.

Use the following guidelines for class preparation:

- Mark your books/articles when reading to note passages of interest or curiosity or confusion.
- Make a list of questions about the reading, noting relevant page numbers.
- Come to class prepared to discuss the reading and videos in detail, *focusing on specific passages from the texts and videos.*
- Come prepared with written assignments for each reading, video, or outside assignment.
- After each class, write again about the reading, video, or discussion. Note how the discussion has affected your thinking about the subject.

IMPORTANT NOTE: The grade for class discussion is cumulative, reflecting the **quality** of your discussion over the course of the semester.

The university is a place of critical inquiry and the exploration of ideas. In any classroom, you might feel uncomfortable at times when encountering unfamiliar ideas or narratives. But please keep in mind that free expression, curiosity, and open inquiry is at the heart of a university education.

University Policies

Important University Dates:

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| Consortium Registration Deadline | TBD |
| First day of classes; last day to submit Domicile Reclassification Application; Payment Due Date | August 28 |
| Labor Day, university closed | September 4 |
| Last day to add classes —all individualized section forms due Last day to drop with no tuition penalty | September 5 |
| Last day to drop with a 33% tuition penalty | September 19 |
| Final Drop Deadline (67% tuition penalty) | September 29 |
| Midterm progress reporting period (100-200 level classes)—grades available via Patriot Web | September 25 – October 20 |
| Selective Withdrawal Period (undergraduate students only) | October 2 – October 27 |
| Columbus Day recess (Monday classes/labs meet Tuesday. Tuesday classes do not meet this week) | October 9 |
| Incomplete work from spring/summer 2017 due to instructor | October 27 |
| Incomplete grade changes from spring/summer 2017 due to Registrar | November 3 |
| Thanksgiving recess | November 22 – 26 |
| Last day of classes | December 9 |
| Reading Days Reading days provide students with additional study time for final examinations. Faculty may schedule optional study sessions, but regular classes or exams may not be held. | December 11 – 12 |
| Exam Period | Wed December 13 – Wed December 20 |
| Degree Conferral Date The Winter Graduation Ceremony will be held on Thu December 21. | Sat December 23 |

ArtsBus - Dates for Fall 2017:

September 23

October 21

November 18

ArtsBus Credit and Policies: You are responsible for knowing and following Artsbus policies and rules. Please go to the ArtsBus website: <http://artsbus.gmu.edu> "Student Information" for important information regarding ArtsBus policy. For credit to appear on your transcript you must enroll in AVT 300. This also applies to anyone who intends to travel to New York independently, or do the DC Alternate Assignment. * If you plan/need to go on multiple ArtsBus trips during a semester and need them towards your total requirement, you must enroll in multiple sections of AVT 300* Non-AVT majors taking art classes do not need Artsbus credit BUT may need to go on the Artsbus for a class assignment. You can either sign up for AVT 300 or buy a ticket for the bus trip at the Center of the Arts. Alternate trips must be approved by the instructor of the course that is requiring an ArtsBus trip.

Visual Voices Lecture Series Fall 2017 Visual Voices is a year-long series of lectures by artists, art historians and others about contemporary art and art practice. Visual Voices lectures are held on Thursday evenings from 7:20- 9:00 p.m. in Harris Theater: <http://soa.gmu.edu/visualvoices/>

August 31...Simon Schwartz

Sept 14... Andy Birnbaum

Oct 5...Patricia Bello-Gillen

Oct 19...Sadie Barnette

Nov 11... Walter Kravitz

Students with Disabilities and Learning Differences If you have a diagnosed disability or learning difference and you need academic accommodations, please inform me at the beginning of the semester and contact the Disabilities Resource Center (SUB I room 234, 703-993-2474). You must provide your instructor with a faculty contact sheet from that office outlining the accommodations needed for your disability or learning difference. All academic accommodations must be arranged in advance through the DRC.

Cell Phones: School of Art Policies in accordance with George Mason University policy, turn off all beepers, cellular telephones and other wireless communication devices at the start of class. The instructor of the class will keep his/her cell phone active to assure receipt of any Mason Alerts in a timely fashion; or in the event that the instructor does not have a cell phone, he/she will designate one student to keep a cell phone active to receive such alerts.

Commitment to Diversity: This class will be conducted as an intentionally inclusive community that celebrates diversity and welcomes the participation in the life of the university of faculty, staff and students who reflect the diversity of our plural society. All may feel free to speak and to be heard without fear that the content of the opinions they express will bias the evaluation of their academic performance or hinder their opportunities for participation in class activities. In turn, all are expected to be respectful of each other without regard to race, class, linguistic background, religion, political beliefs, gender identity, sex, sexual orientation, ethnicity, age, veteran's status, or physical ability.

Statement on Ethics in Teaching and Practicing Art and Design: As professionals responsible for the education of undergraduate and graduate art and design students, the faculty of the School of Art adheres to the ethical standards and practices incorporated in the professional Code of Ethics of our national accreditation organization, The National Association of Schools of Art and Design (NASAD).

Open Studio Hours: SOA teaching studios are open to students for extended periods of time mornings, evenings and weekends whenever classes are not in progress. Policies, procedures and schedules for studio use are established by the SOA studio faculty and are posted in the studios.

Official Communications via GMU E-Mail Mason uses electronic mail to provide official information to students. Examples include communications from course instructors, notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account, and are required to activate that account and check it regularly.

Attendance Policies Students are expected to attend the class periods of the courses for which they register. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus.

Honor Code Students in this class are bound by the Honor Code, and are responsible knowing the rules, as stated on the George Mason University website' Academic Integrity page (<http://oai.gmu.edu/the-mason-honor-code-2/>). "To promote a stronger sense of mutual responsibility, trust, and fairness among all members of the Mason community, and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: ***Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.*** Mason's Commitment: To create an environment that is innovative, diverse, entrepreneurial, and accessible-helping you avoid accidental or intentional violations of the Honor Code."

Writing Center Students who are in need of intensive help with grammar, structure or mechanics in their writing should make use of the services of Writing Center, located in Robinson A116 (703-993-1200). The services of the Writing Center are available by appointment, online and, occasionally, on a walk-in basis. The Collaborative Learning Hub Located in Johnson Center 311 (703-993-3141), the lab offers in-person one-on-one support for the Adobe Creative Suite, Microsoft Office, Blackboard, and a variety of other software. Dual monitor PCs make the lab ideal for collaborating on group projects, Macs are also available; as well as a digital recording space, collaborative tables, and a SMART Board. Free workshops are also available (Adobe and Microsoft) through Training and Certification; visit itraining.gmu.edu to see the schedule of workshops and to sign up.