



SENATE COMMITTEE ON CURRICULAR AFFAIRS
COURSE SUBMISSION AND CONSULTATION FORM

Principal Faculty Member(s) Proposing Course

Name	User ID	College	Department
Todd Adams	tla6	University College (UC)	Not Available
Jennifer Lubinski	jml57	University College (UC)	Not Available

Academic Home: University College (UC)

Type of Proposal: Add Change Drop

Course Designation

(PHIL 136N) Art and Philosophy in Ancient Greece

Course Information

Cross-Listed Courses:

Prerequisites:

Corequisites:

Concurrents:

Recommended Preparations:

Abbreviated Title: Art & Phil Anc Gre
Discipline: General Education
Course Listing: Inter-Domain

Special categories for Undergraduate (001-499) courses

Foundations

- Writing/Speaking (GWS)
- Quantification (GQ)

Knowledge Domains

- Health & Wellness (GHW)
- Natural Sciences (GN)
- Arts (GA)
- Humanities (GH)
- Social and Behavioral Sciences (GS)

Additional Designations

- Bachelor of Arts
- International Cultures (IL)
- United States Cultures (US)
- Honors Course
- Common course number - x94, x95, x96, x97, x99
- Writing Across the Curriculum

First-Year Engagement Program

- First-Year Seminar

Miscellaneous

Common Course

GE Learning Objectives

GenEd Learning Objective: Effective Communication

GenEd Learning Objective: Creative Thinking

GenEd Learning Objective: Crit & Analytical Think

GenEd Learning Objective: Global Learning

GenEd Learning Objective: Integrative Thinking

GenEd Learning Objective: Key Literacies

GenEd Learning Objective: Soc Resp & Ethic Reason

Bulletin Listing

Minimum Credits: 3
Maximum Credits: 3
Repeatable: NO
Department with Curricular Responsibility: UC Arts and Humanities (UC_UCAH)
Effective Semester: FA 2018
Travel Component: NO

Course Outline

A brief outline or overview of the course content:

This course will focus on art and philosophy in Ancient Greece. The Greeks were fascinated with both areas and there is a great deal of overlap between the two. We will examine the concept of Beauty, individual works of art, the different phases of art in Ancient Greece and the impact of Greek art on Western Civilization. We will also look at the beginnings of philosophy in the western tradition beginning with Thales and going through Aristotle. In addition we will explore how drama (plays) was used to develop philosophical themes.

A listing of the major topics to be covered with an approximate length of time allotted for their discussion:

Art in Ancient Greece. Topics may include: Beauty, objective and subjective; visual elements, design principle, Four phases of Ancient Greek Art; Impact of Greek Art on Western Civilization. 5 weeks

Philosophy in Ancient Greece. Topics may include: Pre-Socratics and their views of reality; Plato's Theory of Forms; Aristotle's view of form and his critique of Plato's theory; Plato's understanding of beauty and art as imitation; Political theories; Ethics; Differing views of art and the artist. 5 weeks

Integration of Art and Philosophy. Topics may include: The use of drama in Ancient Greece; Tragedy as an art form, Plato vs. Aristotle; Antigone and civil disobedience; Oedipus Rex and the role of the gods vs. individual autonomy; Athenian political and social life in The Birds; The battle of the sexes in Lysistrata; etc. 5 weeks

Course Description:

Course Description: Ancient Greece provided Western Civilization much in terms of art and philosophy. The influence of the Greeks can be seen in such areas as architecture, sculpture, concepts of beauty, literature, etc. These are independent domains, but there is often integration between the two disciplines. This course will uncover the ways in which philosophy informed Greek ideals and the role played by both visual art and literary art. To that end, sections will focus on each of those two disciplines. Study will also display how the disciplines come together in the following areas: 1) Beauty and 2) The interrelation of art, religion, philosophy and the state.

Early in the course, students will thoroughly examine the concept of Beauty, with an emphasis on Ideal Beauty. Students will explore objective and subjective definitions by developing models of each and then synthesizing competing ideas in their own unconventional definitions of Beauty. Foundational work will include study of specific Greek artists/thinkers, and involve students in working toward identifying traces of early thinking in contemporary society. This will include both written and visual work. Analyses will target philosophical thought, sculpture and architecture primarily from Early Classical and High Classical/Golden Age works as students explore the Greek search for perfection. The periods and styles that will be covered include: Geometric which includes the Orientalizing period; Archaic; Classical (Early, High, and Late); and Hellenistic.

Next students will examine and discuss different philosophical topics such as metaphysics, epistemology, aesthetics, etc. An emphasis will be placed on Plato and Aristotle but the Pre-Socratics may also be considered. Art and philosophy are also integrated in Ancient Greece. Plato considered beauty, art, the artist and tragedy in works such as The Republic, Philebus, Ion and Hippias Major. Aristotle's major contribution to aesthetics is in the Poetics.

The last section will consider the relationship between literary art (plays) and the Greek understanding of authority – particularly the gods, the state and the individual. Much of the art in the Greek culture (as it is in most cultures) is best understood in terms of the dominant religion. The themes developed gave rise to a great deal of philosophical reflection in terms of the place of religion, and how the individual saw themselves in relation to the gods and the state. Through an examination of plays and philosophical texts, students will explore this relation between the individual and an authority (gods or rulers).

The name(s) of the faculty member(s) responsible for the development of the course:

| Name: jennifer lubinski (jml57)

Title:

Phone:

Address:

Campus: WS

City:

Fax:

| Name: Todd Adams (tla6)

Title:

Phone:

Address:

Campus: WS

City:

Fax:

Course Justification

Instructional, Educational, and Course Objectives:

This section should define what the student is expected to learn and what skills the student will develop.

Students will be expected to visually read a work of art through studying symbolism and identifying stories visually displayed. This will require students to study and understand the Ancient Greek visual arts in their social and cultural context. As such, students will learn the visual characteristics of the four known phases of Ancient Greek art. Students will be expected to learn and apply specific art terminology. This will include visual elements and design principles. Finally, students will be required to utilize this knowledge to identify works of art in his/her own environment that are a direct influence from Ancient Greece.

Students will be expected to learn how some of the major themes in philosophy developed in Ancient Greece. They will be expected to read, understand, analyze, discuss and evaluate these ideas. They will see a logical progression that culminates in the thought of Plato and Aristotle. In addition they will see how an art form (plays) contributed to a discussion of philosophical and religious themes in the Ancient Greek culture.

Evaluation Methods:

Include a statement that explains how the achievement of the educational objective identified above will be assessed.

The procedures for determining students' grades should be specifically identified.

The specific evaluation methods will depend on the instructor for the course. If we were teaching this course it would be based on 500 points and would look something like this:

1. Exam – 100 points – multiple choice, short essay, labeling and True/False questions.
2. Group Assignment – 50 points.
3. Out of class Assignment - 100 points.
4. Exam – 100 points – short answer and essay questions.
5. Exam – 100 points – short answer and essay questions.
6. Out of class Assignment – 50 points.

Relationship/Linkage of Course to Other Courses:

This statement should relate the course to existing or proposed new courses. It should provide a rationale for the level of instruction, for any prerequisites that may be specified, or for the course's role as a prerequisite for other courses.

This will be an introductory course and will not need any prerequisites or be used as one.

Relationship of Course to Major, Option, Minor, or General Education:

This statement should explain how the course will contribute to the major, option, or minor and indicate how it may function as a service course for other departments.

This course will satisfy the new general education requirement for inter-domain classes. As such students will be able to use it for either humanities or arts (GH or GA).

A description of any special facilities:

We will need a computer and projector to show students specific works of art, and the ability to watch a play.

Frequency of Offering and Enrollment:

We expect to offer this course once a year with an enrollment of 30 students.

Alignment with General Education Objectives

✘ EFFECTIVE COMMUNICATION – the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.

✘ KEY LITERACIES – the ability to identify, interpret, create, communicate and compute using materials in a variety of media and contexts. Literacy acquired in multiple areas, such as textual, quantitative, information/technology, health, intercultural, historical, aesthetic, linguistic (world languages), and scientific, enables individuals to achieve their goals,

to develop their knowledge and potential, to lead healthy and productive lives, and to participate fully in their community and wider society.

CRITICAL AND ANALYTICAL THINKING – the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

INTEGRATIVE THINKING – the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.

CREATIVE THINKING – the capacity to synthesize existing ideas, images, or expertise in original ways and the experience of performing, making, thinking, or acting in an imaginative way that may be characterized by innovation, divergent thinking, and intellectual risk taking.

GLOBAL LEARNING – the intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people's lives.

SOCIAL RESPONSIBILITY AND ETHICAL REASONING – the ability to assess one's own values within the social context of problems, recognize ethical issues in a variety of settings, describe how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Individuals should acquire the self-knowledge and leadership skills needed to play a role in creating and maintaining healthy, civil, safe, and thriving communities.

What component(s) of the course will help students achieve the General Education Learning Objectives covered in the course? Provide evidence that students in the course have adequate opportunities to achieve the identified learning objectives.

Under guided instruction students will visually experience art. We will apply thoughtful observation and study while focusing on works from specific periods of Ancient Greek history. Students will learn to identify stories of Greek mythology and the Greeks' desire for perfection while looking at key design elements. Discussions will take place throughout these classroom proceedings, which will require reflection and rational thought. The knowledge gained will then be taken out of the classroom and applied across several, student selected, local works. The students will examine concepts like beauty, the relationship between appearance and reality, tragedy, etc. They will be able to see how these developed in Ancient Greece and also apply them to their own beliefs. Key literacies include textual, historical and aesthetic.

How will students be assessed to determine their attainment of the Learning Objective(s) of General Education covered in this course? This assessment must be included as a portion of the student's overall performance in this course.

Students will be asked questions as sections are covered, which will demonstrate the level in which material is being attained and retained. A student's overall performance will also be determined through group and individual assignments and formal examination (key literacies). All of these will require students to not only understand the topics, but to evaluate how well they are presented and help in the development of their own ideas (critical and analytical thinking). Students will see how art and philosophy are related. Art often served as a way to develop themes, such as beauty, which were in turn, subjects for philosophical reflection (integrative thinking).

General Education Domain Criteria

General Education Designation: Inter-Domain

GA Criteria

Explain the methods of inquiry in arts fields and describe how the contributions of these fields complement inquiry in other areas

Demonstrate an expanded knowledge and comprehension of the role that the arts play in various aspects of human endeavor

Demonstrate competence in the creation of works of art and design

Demonstrate competence in analysis, critical thinking and interpretive reasoning through the exploration of creative works

Identify and explain the aesthetic, historic, social, and cultural significance of important works of art and critically assess creative works, their own or others', through evaluative processes of analysis and interpretation

What components of the course will help students achieve the domain criteria selected above?

Various works of sculpture, pottery, and architecture from the four known phases of ancient Greek art; Geometric, Archaic, Classical, and Hellenistic will be studied. These works can be visually read and remarkably informative. The ancient Greek culture is clearly revealed in their art and architecture. Through thoughtful examination of various ancient Greek works one will learn about the philosophy, religion, and law that these Greeks revolved their lives around.

Art played and continues to play a major role in society. We as people are consumed by imagery and continue to use it as a source of direction and communication. The ancient Greeks desire to visually communicate ideas regarding aesthetics, philosophy, religion, and the like is strongly apparent throughout their works of art. Today, contemporary man continues to demonstrate this need to visually communicate. Like the Greeks, the arts of today are used to inform, pay tribute, provide visual pleasure, endorse/oppose viewpoints, etc. Students will identify these connections through class study.

A major component of this course that will enable students to critically assess works independently will be achieved through hands-on critique demonstrations. Students will be walked through the steps for successfully viewing art. The visual elements and design principles will be learned in order to break down the physical properties of works of art. Interpretive reasoning will be utilized to examine expression, gestures, symbols, etc. As a result, students will become knowledgeable viewers. Students will then employ this knowledge to local art that they identify as demonstrating ancient Greek influence.

GH Criteria

- Explain the methods of inquiry in humanities fields and describe how the contributions of these fields complement inquiry in other areas
- Demonstrate competence in critical thinking about topics and texts in the humanities through clear and well-reasoned responses
- Critically evaluate texts in the humanities— whether verbal, visual, or digital— and identify and explain moral or ethical dimensions within the disciplines of the humanities
- Demonstrate knowledge of major cultural currents, issues, and developments through time, including evidence of exposure to unfamiliar material that challenges their curiosity and stretches their intellectual range
- Become familiar with groups, individuals, ideas, or events that have influenced the experiences and values of different communities

What components of the course will help students achieve the domain criteria selected above?

Students will become familiar with early Greek philosophers with an emphasis on Plato and Aristotle. Greek philosophy not only shaped the Greek culture, but had a large impact on western civilization. This will be demonstrated through their differing views of reality and how they perceived art and the artist. Students will also be introduced to philosophical questions that arise from Greek plays, including how we see the role of fate and individual autonomy. Another topic will be how one responds to a law that they believe to be unjust. These ideas will be ones that the students can apply to themselves in connection to the world we live in. The course will also require students to read texts from Ancient Greek philosophers and writers of tragedy or comedy. They will be required to demonstrate their understanding of the topic and their ability to evaluate the topics through discussion and essay questions on exams.

Integrative Studies

Explain how the intellectual frameworks And methodologies of the two Knowledge Domains will be explicitly addressed in the course and practiced by the students.

The visual works (primarily sculpture and architecture) will be covered during the first five weeks of the course. This will entail learning how to relate to a work of art based on a number of technical levels and historical ideas. Students will identify the philosophical, religious, and authoritative ideas within the works of art. This will in turn lead to thorough acknowledgment of the disciplines of the humanities. Students will read and discuss how philosophers attempted to understand reality, the criteria used to evaluate ideas and arguments, the use of observation and reflection in drawing conclusions, etc. Students will be required to not only understand the position of the Greeks, but be able to come up with and defend their own beliefs.

Demonstrate that each Of the two domains will receive approximately equal attention, providing evidence from course topics, assignments, or other course components, and that students will integrate material from both domains.

This course could be structured in a number of different ways. We would structure our course as follows: The first five weeks will be devoted to art in Ancient Greece. Topics will include the four phases of Ancient Greek art, discussing visual elements and design principles, examining examples of Greek sculpture and architecture, looking at the concept of beauty and a discussion of the difference between the objective and subjective views. Students will have one in class exam, one group assignment and one out of class assignment. The next five weeks will be devoted primarily to topics in philosophy. Topics may include the Pre-Socratics and their attempts to understand and define reality, Plato's theory of forms, and Aristotle's view of form and his criticism of Plato, and their view of art and the artist. Students will have one in class exam. The last five weeks will look at the use of drama (plays) to bring out philosophical themes. Topics will include the role of drama in the Greek culture, the art form of tragedy, art in Plato's Republic, Aristotle on tragedy and the tragic hero, Antigone and civil disobedience, Oedipus and individual autonomy vs. fate and the gods. Students will have one exam and one out of class assignment.

Briefly explain the staffing plan. Given that each Inter-Domain course is approved for two Knowledge Domains, it will be taught by an instructor (or instructional team) with appropriate expertise in both domains.

This course will be team taught by Todd Adams, assistant professor of philosophy and Jennifer Lubinski, part-time lecturer in Art and Art History.

Describe the assessments that will be used to determine students' ability to apply integrative thinking.

All three of the requirements generated within the first five weeks will link the ideas driven through the arts and humanities. On an aesthetic and technical level students will evaluate works of Ancient Greek art. Students will then be responsible for exploring and generating ideas based on subject matter and any narrative basis that a work holds. This will require students to identify why specific works of art were done (example; homage, teach, warn, etc.) To reference one - the out of class individual assignment will direct students to use their class and previous knowledge while seeking out local works that clearly relate to the Ancient Greeks. Through the required description component, students will identify the visual attributes and how the work relates philosophically, historically, socially, and politically to the Ancient Greeks. In the second and third exams students will be required to examine concepts of beauty and art in general and be able to relate those to different metaphysical views. They will then be required to explain how these views of reality apply to their own views of art and the artist. The out of class assignment will require that the students take elements from a play and apply those to a contemporary issue - the relation between the individual and an authority (state, gods, etc.) and how one responds to a law or dictate that one believes to be unjust.

Campuses That Have Offered () Over The Past 4 Years

semester	AB	AL	BK	BR	BW	CR	DS	ER	FE	GA	GV	HB	HN	HY	LV	MA	NK	PC	SH	SL	UP	WB	WC	WS	XC	XP	XS	YK
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UPLOADED DOCUMENTS FOLLOW:

Penn State Worthington Scranton

Spring 2019

Course: Phil 136N - Art and Philosophy in Ancient Greece

Days:

Time:

Room: Dawson

Credits: 3.0

Instructors: Dr. Todd Adams Mrs. Jennifer M. Lubinski, MFA

Dr. Adams: 570.963.2664 Campus Phone Number: 570-963-2500

Email: tla6@psu.edu jml57@psu.edu

Office Hour: Available by appointment

Required Texts: Art History by Stokstad and Cothren, 6th Ed. (Chapter 5)

Philosophy and Plays will be from web addresses

Recommended Text: The Theban Plays: Sophocles

Course Description: Ancient Greece provided Western Civilization much in terms of art and philosophy, which they strove to integrate. This course will uncover the ways in which philosophy informed Greek ideals and the role played by both visual art and literary art. To that end, sections will focus on each of those two disciplines. Study will also display how the disciplines come together in the following areas: 1) Beauty and 2) The interrelation of art, religion, philosophy and the state.

Early in the course, students will thoroughly examine the concept of Beauty, with an emphasis on Ideal Beauty. Students will explore objective and subjective definitions by developing models of each and then synthesizing competing ideas in their own unconventional definitions of Beauty. Foundational work will include study of specific Greek artists/thinkers, and involve students in working toward identifying traces of early thinking in contemporary society. This will include both written and visual work. Analyses will target philosophical thought, sculpture and architecture primarily from Early Classical and High Classical/Golden Age works as students explore the Greek search for perfection.

Next students will examine and discuss different views of reality from Thales through Aristotle. An emphasis will be placed on Plato's theory of forms and Aristotle's competing theory and his criticism of Plato's view. We will see that this has important consequences for their view of art and the artist.

The last section will consider the relationship between literary art (plays) and the Greek understanding of authority – particularly the gods, the state and the individual. Much of

the art in the Greek culture (as it is in most cultures) is best understood in terms of the dominant religion. The themes developed gave rise to a great deal of philosophical reflection in terms of the place of religion, and how the individual saw themselves in relation to the gods and the state. Through an examination of plays and philosophical texts, students will explore this relation between the individual and an authority (gods or rulers). This is particularly important when one's conscience runs counter to the law of the state.

Objectives:

1. Students will understand the visual arts in their social and cultural context of Ancient Greece.
2. Students will learn to analyze art using visual elements (line, shape, etc.).
3. Students will be able to express through writing and speaking their understanding of core philosophical issues.
4. Students will be able to analyze issues and evaluate beliefs of those they read, talk to and their own.
5. Students will be able to integrate ideas from the disciplines of art and philosophy.

Classroom Procedures: To help this course be both an enjoyable and meaningful learning experience for all students, the following classroom policies will apply:

Students are encouraged to actively participate and make useful comments to aid the development of the class as a whole.

Each student has the right to be treated courteously by the instructor and by fellow students. During class discussions students should raise their hand, and be recognized. They will then have the full attention of everyone in the classroom. Private conversation during any lecture or formal discussion will not be tolerated. Please keep distractions down.

Cell phones, I-Pods, Laptop Computers, etc. are to be turned off in class. These items are not to be brought out during any class time. If you must have your item on (emergency purpose), be sure it is on vibrate and out of sight. If you must answer a call you are to leave the classroom.

Students thought to be text messaging in class will be asked to leave immediately and with no further discussion.

Additionally, unless University documentation is provided stating that a laptop/tablet is needed for note taking, the use of laptops/tablets will not be permitted in class. Anyone using a laptop will first be asked to place the laptop on the floor. Each subsequent request will result in being asked to leave the class.

Grades are calculated according to the following scale:

A	100-94
A-	93-90
B+	89-87
B	86-83
B-	82-80
C+	79-77
C	76/75
D	74-68
F	< 67

- A Superior
- B Above Average
- C Average
- D Below Average
- F Failing

Grading: (Each student's total earned points will be divided by 5)

COURSE TOTAL – 500 pts

Exam 1 = 100 pts

Exam 2 = 100 pts

Exam 3 = 100 pts

Week 2 Assignment = 50 pts

Week 5 Assignment = 100 pts

Week 16 Assignment = 50 pts

It is strongly suggested that you keep track of your grades throughout the semester.

Exams: Tests are to be taken on the dates assigned.

There will be a total of three exams. Exams may include slide identification, short answer, essay, multiple choice, true/false, and labeling. These categories of questions will vary based on instructor's discretion. The exams will cover information from both text and class information, and text information not discussed in class may still appear on the exam. Therefore, it is essential for you to keep up with the assigned readings.

Late Work:

Handing work in after the official due date will automatically result in a ten () point deduction. If it is due to an excused absence the student will notify the instructors and will make every attempt to arrange timely arrival of the project. No excuses will be accepted.

Attendance Policy: Regular and prompt attendance at all class meetings is expected of all students. One week's worth of class time is considered the allowable amount of absences over the course of the semester. Students are accountable for all material covered and it is the student's sole responsibility to make up all work missed accordingly.

Notification of missing class is not necessary. If you have a valid excuse, bring it when you return to class.

Please be on time to class. Tardiness will result in you missing material and/or interrupting a lecture. You are also expected to stay for the entire class. Late arrivals and early departures will be counted as absent (unless discussed with the instructor). Be sure to state if you came in late to class at the completion of the class session.

Withdrawal Policy: Courses dropped after the drop/add period and before the end of the late drop period are considered late drops, and are recorded on your academic record. Students may late drop courses in person or by using LionPath. Dropping courses will likely reduce your ability to maintain normal degree progress, possibly delaying graduation. There are also financial issues to consider when dropping courses. Therefore, if during the semester you are considering dropping this course or withdrawing from the University, please speak to us and your advisor before proceeding.

Class Cancellations: In case of inclement weather students should call 570- 963-2766.

Online Cancellation page: <http://www2.sn.psu.edu/dynamic/cancellation.asp>

If the instructors should cancel class or need to contact students - only student PSU e-mail accounts will be used.

Academic Integrity: Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at The Pennsylvania State University, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University's Code of Conduct states that all students should

act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts.

Academic integrity includes a commitment by all members of the University community not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.

The policy for this course:

Students caught cheating will receive a grade of 0 for that assignment. Any student caught cheating a second time will receive an "F for academic dishonesty" for the semester.

A student who has received an academic sanction as a result of a violation of academic integrity may not drop or withdraw from the course at any time.

Non-Discriminatory/Disability Statement: The Pennsylvania State University is committed to the policy that all persons shall have equal access to programs, facilities, admission, and employment without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. The Pennsylvania State University does not discriminate against any person because of age, ancestry, color, disability or handicap, national origin, race, religious creed, sex, sexual orientation, or veteran status.

If you have a documented disability and wish to receive academic accommodations, please contact the campus disability liaison as soon as possible: The Campus Health Services Nurse, located in SLC-10 at 570.963.2681. Check the university web site <http://equity.psu.edu/sdr> for additional information.

Please present accommodation letter in the beginning of the semester.

Mandated Reporting: As per Penn State Policy AD- 72, faculty and staff are considered mandated reporters of any current or past incidents of neglect or abuse that they may become aware of through discourse with students in and out of the classroom setting. Regardless of the current age of the student, if the abuse or neglect occurred while that student was a minor (under age 18) then a report must be made. This includes disclosure of abuse or neglect via a class written assignment or oral discussion. Reports would be made to PA Child Protective Services. Please refer to <http://guru.psu.edu/policies/AD72.html> for additional information. If you have any questions or concerns regarding this policy please see your instructor for further discussion.

Veteran Statement: Veterans and currently serving military personnel and/or dependents with unique circumstances (e.g., upcoming deployments, drill/duty requirements, VA appointments, etc.) are welcome and encouraged to communicate these, in advance if possible, to the instructor in the case special arrangements need to be made.

Emergency Procedures: Faculty, staff, and students may need to evacuate campus buildings for several reasons (fire or alarm activation, discovery of a suspicious object, etc.). The following points provide guidance on emergency evacuations:

- Be familiar with evacuation maps posted within the building. Know the location of at least two exits and the corresponding evacuation routes from the classroom.
- Exit the building as quickly and calmly as possible using the nearest safe exit if prompted to do so. Do not use any elevators.
- Move to the building's "Designated Meeting Site", or another safe location outside the building.
- Do not re-enter the building until you have been instructed to do so by public safety officials. Silencing of alarms does not necessarily mean that the emergency is over.
- You are strongly encouraged to watch the "StaySAFE" video located at <http://StaySAFE.psu.edu>

Any student who may require assistance when evacuating the building should notify the instructor so that arrangements can be made to ensure their safety during an emergency.

Scheduled Meetings

*** Course Outline (This is a tentative plan for the semester and is subject to change depending on instructors' discretion.)**

Week One/ (Dates)

Classroom Activities: Introduction to course / Cover Syllabus / Discussion – Break Down of Course and Course Assignments

Lesson – Becoming a knowledgeable viewer / Looking and Responding to Art / Open discussion focusing on Beauty / First Assignment / Introduction to in class group assignment – BEAUTY... Subjective vs. Objective

Week Two/ (Dates)

Classroom Activities: Continue class group assignment / Discussion allowing group shares of their developed ideas / Day 2 of wk 2 (date) – Group Assignment Due /

Example of Beauty in Ancient Greek art / The Language of Art – Visual Elements and Design Principles

Reading Assignment: pages: 126, 156, 107, 115, and 118

Week Three/ (Dates)

Classroom Activities: Image presentation / Lecture on the four phases of Ancient Greek Art / Geometric Art / Archaic Art

Reading Assignment: pages: 103-122

Week Four / (Dates)

Classroom Activities: Lecture on Classical Greek Art / Hellenistic Art

Second Assignment / Introduction to individual assignment – The Visual World Around Us

Reading Assignment: 122 (Early Classical Period) - 157

Week Five / (Dates)

Classroom Activities: Lecture – The impact Ancient Greece had/has on Western civilization / Raphael's Philosophy School of Athens

Second Assignment Due (Date)

FIRST EXAM – The first exam will include any and all of the information covered in class/text since the beginning of the semester.

Week Six / (Dates)

Section 2: Metaphysics in Ancient Greece: What is Reality?

Classroom Activities: Review Exam; Introduction to the Pre-Socratics: What is reality?
First up - The Ionians

Readings: Thales: history.hanover.edu/texts/presoc/thales.html

Anaximander:

<https://www.mnsu.edu/philosophy/Presocratic%20fragments.pdf>

Anaximenes: people.wku.edu/jan.garrett/302/302anax.htm

Readings: Empedocles Fragments - 148:

www.mycrandall.ca/courses/grphil/EmpedoclesText.htm

Pythagoras: www.spirasolaris.ca/sbb5s1.pdf

Heraclitus: ratmachines.com/philosophy/Heraclites

Parmenides: <http://philoctetes.free.fr/parmenidesunicode.htm>

Zeno's Paradox - Achilles and the Tortoise

Week Seven (Dates)

Classroom Topic: Plato's Theory of Forms

Readings: Republic: www.inpuw.edu.pl/mdsie/Political_Thought/Plato-Republic.pdf
475e - 480a pp. 156-161

Republic: same as above. 514a - 520a pp. 193-198

Week Eight (Dates)

Classroom Topic: Aristotle's view of Form and his criticism of Plato

Reading: mc.maricopa.edu/~davpy35701/text/aris-forms-criticism.pdf

Week Nine (Dates)

Topic: Plato's attempt to define Beauty – Hippias Major

Reading: Hippias Major –

<http://www.elopos.net/elpenor/greek-texts/ancient-greece/plato/plato-hippias-major.asp>

Week Ten (Dates)

SECOND EXAM,

Classroom Topic: Go over exam and introduction to the third section

Guest speaker: Professor Paul Frisch on drama in Ancient Greece

Section 3: Tragedy as an art form: Plato vs. Aristotle

Week Eleven (Dates)

Classroom Activity: Watch Antigone; Discuss final assignment - to be handed in at the time of the final

Week Twelve (Dates)

Plato and the place of Art in the Republic

Reading: www.inpuw.edu.pl/mdsie/Political_Thought/Plato-Republic.pdf

377d - 380d pp. 55-58

392c - 398b pp. 70 - 76

595 - 608b pp. 277 - 291

Week Thirteen (Dates)

Aristotle's Poetics

Reading: <http://classics.mit.edu/Aristotle/poetics.html>

sections I - XIV

Week Fourteen (Dates)

Oedipus Rex (The King)

Reading: <http://classics.mit.edu/Sophocles/antigone.html>

Week Fifteen (Dates)

Discussion of Art, Philosophy, and its integration in Ancient Greece

Discussion of final project

Week Sixteen

THIRD EXAM, Final assignment due