

2009-2



EDUCATION 848
Ideas and Issues in Aesthetic Education
(Enroll #7198)

Summer Semester 2009	Instructor:	Dr. Stuart Richmond
Meeting Dates: Apr 10/11, 24/25; May 8/9, 22/23 June 5/6, 26/27/28	Office:	EdB 8546
Times: Fridays: 4:30pm to 8:30pm (except Apr 10, 2:00 – 6:00 pm) Saturdays: 8:30am to 4:30pm	Telephone:	778.782.3163 office
Location: Rotary Centre for the Arts, Kelowna	Email:	Stuart_Richmond@sfu.ca
Room: Scotiabank Room (except Apr. 25 – Pacific Safety Products rm)		

COURSE RATIONALE

This course is important in the context of graduate study as it explores critically the areas of aesthetics and aesthetic education in the context of arts education and everyday aesthetics.

DESCRIPTION

This course relates critical ideas and methods in aesthetics to questions concerning the theory and practice of arts education.

GOALS AND LEARNING OUTCOMES

This course is intended to develop student understanding of key concepts in aesthetics, the application of aesthetics to art making, understanding of art, teaching and curriculum development.

REQUIRED TEXTS

The Aesthetics of Everyday Life, Andrew Light & Jonathan M. Smith Editors, New York: Columbia University Press. ISBN 0-231-13505-3 pbk.

But is it Art? Cynthia Freeland. New York : Oxford University Press. ISBN 0-19-285367-8 pbk.

COURSE OVERVIEW

The course will address the key questions: What is aesthetics? What are its key concepts, purposes and methods? How might aesthetics contribute to arts and aesthetic education? What is meant by everyday aesthetics? The course will focus on the following key ideas: The concept of the aesthetic; aesthetic education; beauty; everyday aesthetics; the arts; authenticity and the artist; application of aesthetics to arts making; moral concerns and the arts; accessing the arts of the past; understanding and appreciation; key aspects of the traditional and contemporary arts; the arts, social issues and cultures; postmodernism and aesthetics; deconstruction; meaning and value in the arts; aesthetics and ecology; aesthetics and the urban environment; aesthetics, identity and local culture; aims of arts education; the shape of teaching and curricula in aesthetic education.

GRADING

Term paper 30%

Reading log 30%

Arts-based project 40%

ACADEMIC HONESTY STATEMENT

All members of the University community share the responsibility for the academic standards and reputation of SFU. Academic honesty is a condition of continued membership in the university community. Please review the Policy at <http://www.sfu.ca/policies/teaching/t10-02.htm>