

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Doctor of Education (EdD)
Course Title	: Directed Study 6: Philosophy, Aesthetics and Arts Criticism
Course Code	: CAE8006
Department	: Cultural and Creative Arts (CCA)
Credit Points	: 3
Contact Hours	: 18 (Lectures) and 21 (Directed learning)
Pre-requisite(s)	: Nil
Medium of Instruction	: English
Level	: 8

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

This course aims to investigate the ideas of aesthetics and related philosophical discourses developed in the last century. It focuses on examining the nature and characteristics of aesthetic experiences within the context of major 20th-century and more recent aesthetic theories. Investigation into the psychological, sociological and educational dimensions and implications of experiencing arts and culture are included. The course also critically examines theories of arts criticism fundamental to the creative, appreciative and critical activities in the teaching and learning of creative arts. Through critical discussions and presentations, the course engages students in contemporary debates of issues in philosophy, aesthetics and arts criticism.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁ articulate major aesthetic theories including Formalism, Expressionism, Marxism, Feminism and Pragmatic Aesthetics and the related discourses on aesthetic experiences;
- CILO₂ examine major theories of creative arts appreciation, criticism and interpretation; and
- CILO₃ investigate the psychological, sociological and educational dimensions and implications of experiencing creative arts.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Nature and characteristics of aesthetic experiences	CILO ₁	Lecture, group discussion, participant presentation and online discussion
The paradigm shift: the modernist view of aesthetic experience and the postmodernist view of cultural experience	CILO ₁	
Aesthetic experience drawn from theories of Kant, Bell, Collingwood, Dewey, Adorno, Bourdieu, Danto, Barthes etc.	CILO ₁	
Issues of experiencing creative arts as expression, form, social construction or text	CILO ₁	
Theories of appreciation, criticism and interpretation: An intersection of aesthetics, creative arts history, critical theories and discourse	CILO ₂	
Investigation of aesthetic experience in relation to psychology, sociology, visual culture, technology and education	CILO ₃	

4. Assessment

Assessment Tasks	Weighting (%)	CILOs
a. An Account of Aesthetic Experience Students reflect and write an account of their experiences of a work of art / music. Students should try to recall and	20%	CILO _{1, 2}

write about the encounter as detail as possible. The account should be around 500 words.		
b. Presentation Based on the readings assigned, students (or in groups) are required to prepare a 10-15 page PowerPoint presentation highlighting the main points of the article. Students should also include a critique of the article in the presentation.	20%	CILO _{1, 2}
c. Essay / Report Students are required to conduct interviews of three to five people's experiences of the creative arts. These people may share some of their attributes, for example, similar level of art experience, age or cultural background. Summing up the interviews in an essay of about 2,000 words, students need to discuss the findings in terms of various theories and approaches of aesthetic experiences and criticism. Students should demonstrate an understanding of theories and the ability to critically appraise the strength and limitations of such theories. Students should be aware of the ethical issues involved in conducting interview with participants.	60%	CILO _{1, 2 & 3}

5. Required Text(s)

Nil

6. Recommended Readings

- Adorno, T. W. (1970/1984). *Aesthetic theory* (C. Lenhardt, Trans.). London: Routledge and Kegan Paul.
- Csikszentmihalyi, M. and Robinson, R. E. (1990). *The art of seeing: An interpretation of the aesthetic encounter*. Malibu, CA: The J. Paul Getty Trust Office of Publication.
- Danto, A. (1964). The artworld. *The Journal of Philosophy*, 61(19), 571-584.
- Dewey, J. (1958). *Art as experience*. New York: Capricaon Books.
- Gardner, H. (1990). *Art education and human development*. Los Angeles, CA: Getty Center for Education in the Arts.
- Gaut, B. & Lopes, D. (2001). (Eds). *The Routledge companion to aesthetics*. 2 ed. New York: Routledge.
- Geahigan, G. (1999). Models of critical discourse and classroom instruction: A critical examination. *Studies in Art Education*, 41(1), 6-21.
- Hamilton, A. (2007). *Aesthetics and music*. London: Continuum.
- Houston, K. (2013). *An introduction to art criticism: Histories, strategies, voices*. Upper Saddle River, N.J.: Pearson.
- Hubard, O. (2015). "How Does This Artwork Make You Feel?" A "No-No" Question in Art Museum Education? *The Journal of Aesthetic Education*, 49(2), 82-98.
- Kivy, P. (2007). *Music, language, and cognition; and other essays in the aesthetics of music*. Oxford: Clarendon Press; New York: Oxford University Press.
- Lamarque, P. & Olsen, S. H. (Eds.). (2019). *Aesthetics and the philosophy of art: The analytic tradition: An anthology*. Hoboken, NJ, USA: John Wiley & Sons, Inc.
- Levinson, J. (Ed.) (2003). *The Oxford handbook of aesthetics*. New York: Oxford University

- Press.
- Reimer, B. (2003). *A philosophy of music education* (3rd Ed.). Upper Saddle River, NJ: Prentice Hall.
- Reimer, B. and Wright, J. (1992). *On the nature of musical experience*. Nowot, CO: University Press of Colorado.
- Schellekens, E. & Goldie, P. (Eds.) (2014). *The aesthetic mind: Philosophy and psychology*. Oxford, UK: Oxford University Press.
- Shusterman, R. (1997). The end of aesthetic experience. *The Journal of Aesthetics and Art Criticism*, 55(1), 29-41.
- Tam, C. O. (2019). An empirical study of Geahigan's inquiry model in learning art criticism at senior secondary school level. *The International Journal of Art and Design Education*, 38(2), 344-359.
- Tam, C. O. (2019). Development and analysis of dialogue and questioning strategies with primary school students in learning about artworks. *Australian Art Education*, 40(1), 48-66.
- Weltzl-Fairchild, A. (1991). Describing aesthetic experience: Creating a model. *Canadian Journal of Education*, 16(3), 267-280.

王寧一和楊和平主編 (2000) :《二十世紀中國音樂美學》，北京，現代出版社。

李建盛 (2004) :《後現代轉向中的美學》，南昌市，江西教育出版社。

李澤厚 (1980) :《美學論集》，上海，上海文藝出版社。

譚祥安和劉仲嚴 (2016) : 2005 至 2015 藝術批評教育實證研究之評析，《藝術教育研究》32，頁 35-68。

7. Related Web Resources

Nil

8. Related Journals

The Journal of Aesthetic Education

The Journal of Aesthetics and Art Criticism

Research in Arts Education

9. Academic Honesty

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the *Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students* (<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.

10. Others

Nil