



ARIZONA STATE UNIVERSITY

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit: New College, Department: School of Humanities, Arts and Cultural Studies, Subject: IAP, Number: 202, Title: Perspectives on Interdisciplinary Arts and Performance, Units: 3. Includes fields for cross-listed and shared courses.

Catalog description: Social, cultural, and historical examination of interdisciplinary art and performance and a survey of current interdisciplinary work and approaches.

In-depth description: This course will be a cultural, historical and social examination of interdisciplinary art and performance and a survey of current interdisciplinary work and approaches. Students will examine the development of art-making genres that arise from the integrating of more traditional singular genres, including sound/music, theatre/performance, visual art, movement, and digital technologies that include film.

Requested designation: Humanities, Fine Arts and Design-HU

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:

For Fall 2015 Effective Date: October 9, 2014

For Spring 2016 Effective Date: March 19, 2015

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Arts and Design core courses (HU)
Social-Behavioral Sciences core courses (SB)
Natural Sciences core courses (SO/SG)
Cultural Diversity in the United States courses (C)
Global Awareness courses (G)
Historical Awareness courses (H)

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
Criteria Checklist for the area
Course Catalog description
Course Syllabus
Copy of Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

Contact information:

Name: Jeffery Kennedy, Phone: (602)543-6025, Mail code: 2151, E-mail: JTKennedy@asu.edu (cc: tracy.encizo@asu.edu)



ARIZONA STATE UNIVERSITY

Department Chair/Director approval: *(Required)*

Chair/Director name (Typed): Louis Mendoza Date: 12/11/14

Chair/Director (Signature): 

Arizona State University Criteria Checklist for
HUMANITIES, ARTS AND DESIGN [HU]

Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student's awareness of the diversity of human societies and cultures. The arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student's ability to perceive aesthetic qualities of art work and design.

The Humanities, Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [HU] CRITERIA			
HUMANITIES, ARTS AND DESIGN [HU] courses must meet <i>either</i> 1, 2 or 3 <i>and</i> at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria A CENTRAL AND SUBSTANTIAL PORTION of the course content.			
YES	NO		Identify Documentation Submitted
<input type="checkbox"/>	<input checked="" type="checkbox"/>	1. Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	2. Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Concerns the interpretation, analysis, or engagement with aesthetic practices; and/or the historical development of artistic or design traditions.	Course Syllabus
<input type="checkbox"/>	<input type="checkbox"/>	4. In addition, to qualify for the Humanities, Arts and Design designation a course must meet one or more of the following requirements:	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	a. Concerns the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought.	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	b. Concerns aesthetic systems and values, especially in literature, arts, and design.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. Emphasizes aesthetic experience and creative process in literature, arts, and design.	Course Syllabus
<input type="checkbox"/>	<input checked="" type="checkbox"/>	d. Concerns the analysis of literature and the development of literary traditions.	
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [HU] DESIGNATION EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO THE HUMANITIES, FINE ARTS AND DESIGN:	
		<ul style="list-style-type: none"> • Courses devoted primarily to developing skill in the use of a language. 	
		<ul style="list-style-type: none"> • Courses devoted primarily to the acquisition of quantitative or experimental methods. 	
		<ul style="list-style-type: none"> • Courses devoted primarily to teaching skills. 	

Course Prefix	Number	Title	General Studies Designation
IAP	202	Perspectives on Interdisciplinary Arts and Performance	HU

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
3 - Concerns the interpretation, analysis, or engagement with aesthetic practices; and/or the historical development of artistic or design traditions.	This course will be a cultural, historical and social examination of interdisciplinary art and performance and a survey of current interdisciplinary work and approaches. Over the course of the semester, students will look at the development of art-making genres that arise from the integrating of more traditional singular genres, including sound/music, theatre/performance, visual art, movement, and digital technologies that include film. The results of these integrations include the more traditional interdisciplinary art forms of opera and other music theatre genres, movement genres, performance art, and film. Certain cultural ideas have been so strong and pervasive that they have also had an impact with interdisciplinary art-making results. These include movements like Romanticism, Modernism or unique structures and influences that come from the dynamics of specific ethnic cultures. Through lectures, presentations, readings, group discussions and video/dvds viewing, students will study the history and structural components of these and trace, when applicable, the evolution of these art-making genres to observe how they relate to current interdisciplinary ideas.	See "Grading:" Response writing assignments, Exam and quizzes, Class and group discussions, Final research paper on an interdisciplinary artist.

Humanities and Fine Arts [HU]

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<p>4c - Emphasizes aesthetic experience and creative process in literature, arts and design</p>	<p>One of the primary goals of the course is that students will develop and sharpen their power of observation and articulation, both oral and written, using vocabulary unique to the different performance and art-making genres, including theatre, visual art, music and film. Student will attend live performances and view taped performances.</p>	<p>See "Grading": Written critical reviews of live and taped performances</p>

**Arizona State University
New College of Interdisciplinary Arts and Sciences
Division of Humanities, Arts and Culture Studies**

IAP 202: Perspectives on Interdisciplinary Arts and Performance (3 credits)

Course Syllabus

INSTRUCTOR: Dr. Jeffery Kennedy, Office is N230L, located NW on the 2nd floor of FAB; Phone: 602-543-6025; Email: jtkennedy@asu.edu

COURSE OBJECTIVES AND LEARNING OUTCOMES:

This course will be a cultural, historical and social examination of interdisciplinary art and performance and a survey of current interdisciplinary work and approaches. Over the course of the semester, students will look at the development of art-making genres that arise from the integrating of more traditional singular genres, including sound/music, theatre/performance, visual art, movement, and digital technologies that include film. The results of these integrations include the more traditional interdisciplinary art forms of opera and other music theatre genres, movement genres, performance art, and film. Certain cultural ideas have been so strong and pervasive that they have also had an impact with interdisciplinary art-making results. These include movements like Romanticism, Modernism or unique structures and influences that come from the dynamics of specific ethnic cultures. Through lectures, presentations, readings, group discussions and video/dvds viewing, students will study the history and structural components of these and trace, when applicable, the evolution of these art-making genres to observe how they relate to current interdisciplinary ideas. One of the other primary goals is that students will develop and sharpen their power of observation and articulation, both oral and written. This will be assessed through response writing assignments, exams and quizzes, class and group discussions and a final research paper.

GRADE POLICIES: Students will be graded on a 100-point scale per assignment (or 100% possible scale in exams), 100 (or 100%) being the highest achievable on any individual assignment or exam. See the percentages for each sections of the assignments in terms of the weight they carry in the grade. The breakdown of grading scale is as follows: 100%=A+, 91-99=A, 90=A-, 89=B+, 81-88=B, 80=B-, 79=C+, 71-78=C, 70=C-, 69=D+, 61-68=D, 60=D-, 59 or lower is E/failing grade.

ABSENCE POLICIES:

- **General Policy:** Students must call instructor's office and leave a message *prior* to being absent for *any* reason. Grading penalty begins after one (1) unexcused absence. Three tardies are counted as one absence. Students may submit late work, but the overall grade will be penalized. No late work will be accepted after the last in-class session.
- **Excused absences related to religious observances/practices:** The university is sensitive to the religious practices of the various religious faiths represented. Students should notify faculty at the beginning of the semester about the need to be absent from class due to religious observances.
- **Missed Classes Due to University-Sanctioned Activities:** Students who participate in university-sanctioned activities that require classes to be missed, are given opportunities to make up examinations and other graded in-class work. However, absence from class or

examinations due to university-sanctioned activities does not relieve students from responsibility for any part of the course work required during the period of the absence.

REQUIRED TEXTS: 1) Readings from Augsburg, Tanya. *Becoming Interdisciplinary, An Introduction to Interdisciplinary Studies*. Kendall Hunt Publishing; 2nd edition, 2006.
1) Plotkin, Fred. *Opera 101: A Complete Guide to Learning and Loving Opera*. Hyperion, 1994.
2) Brown, David Blayney. *Romanticism*. London: Phaidon Press Limited, 2006.
3) *Modern Language Association (MLA) Style Manual-7th Edition*. This is the required manual for writing all papers. There are other ways to access this information, but students will be graded by using this specific manual and edition.

ASSIGNMENTS: **Critical Reviews: 30% (15% each) of final grade**
Each student is required to attend one live interdisciplinary performance and also review a performance on video, writing a three-to-four page critical review of each. The live performances eligible to attend will be announced by the instructor (you may also potentially attend other performances, but they must have prior approval by the instructor to qualify for this assignment). Each review will be a critical analysis of the performances you view. Attention to writing format is a high priority and the instructor will discuss format and writing style requirements for these assignments at length in class.

Review # 1 Due: Week 9
Review # 2 Due: Week 13

Research Paper: 20% of final grade
This is a substantial research paper and the content of this paper will be discussed in class about halfway through the semester. This paper will involve researching a topic relating to 20th or 21st Century interdisciplinary art making. This paper will be due **Week 15**.

Observation/Audience Response and Other Assignments: 20% of final grade.

The course will include a number of smaller assignments, included responses to class presentations by guest artists and installation visits, assignments to develop writing skills, responses to reading assignments and smaller research assignments. Due dates for these will always be announced when assigned.

Exam 20% of final grade
A mid-term exam will be given in class during **Week 8** or as a take-home exam due on that day. Instructor will inform you well-in-advance which of these it will be. This exam tests you on key concepts, definitions and structures presented in the first half of the course.

Attendance and Teacher Evaluation: 10% of final grade

See policies above for attendance. This part of your grade includes an evaluation of your participation in class, including class and group discussions.

CLASSROOM BEHAVIOR: All cell phones and smartphones should be powered off during all class sessions. No texting may take place during class sessions. No phone calls may be accepted while in the classroom. Students using computers should sit near the front and have their computer batteries fully charged before class begins so that they need not be plugged in to be used for note taking. Students should not be connected to the internet to accept emails or visit web sites during the class sessions, except as they are seeking supplementary information for the topic being discussed. Note taking should be the primary use of a computer during class sessions and the instructor reserves the right to ask the student turn off their computer if found to be engaged at materials not directly connected to the class they are attending at the time, including doing homework for other courses.

ACADEMIC INTEGRITY: Students in this course will be held to the academic standards of the university in terms of student academic integrity as outlined at <https://provost.asu.edu/index.php?q=academicintegrity>. This policy outlines the university's policies on plagiarism and cheating. Students should familiarize themselves with these policies and by continuing to be enrolled in this course signify that they agree to be held to these standards.

THREATENING BEHAVIOR POLICY: Students, faculty, staff, and other individuals do not have an unqualified right of access to university grounds, property, or services. Interfering with the peaceful conduct of university-related business or activities or remaining on campus grounds after a request to leave may be considered a crime. For the full details of this policy and how threatening behavior will be handled if shown, and should be handled if experienced, go to *Student Services Manual* at <http://www.asu.edu/aad/manuals/ssm/ssm104-02.html> which is where the SSM 104-02, "Handling Disruptive, Threatening, or Violent Individuals on Campus" can be read.

DISABILITIES RESOURCE CENTER (DRC): Qualified students may request accommodation for a disability, but they must first be registered with the Disability Resource Center (DRC) and submit appropriate documentation from the DRC, which is located on the West Campus in the first floor of the UCB building.

COMPUTER

REQUIREMENT: Students in this course are required to utilize and access the BLACKBOARD computer system throughout the semester by logging

onto “my.asu.edu.” This system can be accessed from any computer that connects to the Internet. Students must activate their ASU West email account to use this system and obtain their ASURITE logo and password.

This system allows both students and the instructor the opportunity to post announcements or questions, initiate discussions, distribute readings, or draw attention to web information that can be sent to an individual or read by the entire class; often these include exam reviews and lists of performance opportunities for reviewing. Students must successfully access this site during the first week of class.

COURSE/INSTRUCTOR

EVALUATION: The course/instructor evaluation for this course will be conducted online 7-10 days before the last official day of classes of each semester or summer session. Your response(s) to the course/instructor are anonymous and will not be returned to your instructor until after grades have been submitted. The use of a course/instructor evaluation is an important process that allows our college to (1) help faculty improve their instruction, (2) help administrators evaluate instructional quality, (3) ensure high standards of teaching, and (4) ultimately improve instruction and student learning over time. Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is critical. About two weeks before the class finishes, watch for an e-mail with "ASU Course/Instructor Evaluation" in the subject heading. The email will be sent to your official ASU e-mail address, so make sure ASU has your current email address on file.

Course Schedule: Topics and major assignments

- Week 1: Interdisciplinarity
- Week 2: Processes, Design Elements and Structures: Theatre
- Week 3: Processes, Design Elements and Structures: Visual Art
- Week 4: Processes, Design Elements and Structures: Music
- Week 5: Processes, Design Elements and Structures: Film
- Week 6: Interdisciplinary Approaches: Opera
- Week 7: Interdisciplinary Approaches: Opera, continued
- Week 8: Interdisciplinary Approaches: Opera, continued; Mid-Term Exam
- Week 9: Interdisciplinary Approaches: Opera, continued; Review #1 Due
- Week 10: Romanticism as catalyst for Interdisciplinarity

- Week 11: Romanticism as catalyst for Interdisciplinarity
- Week 12: Contemporary Interdisciplinary Artists;
- Week 13: Contemporary Interdisciplinary Artists; Review #2 Due
- Week 14: Contemporary Interdisciplinary Artists
- Week 15: Creating Interdisciplinary Art; Final Research Paper due

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OPERA 101

A COMPLETE GUIDE TO LEARNING

AND LOVING OPERA



FRED PLOTKIN

 HYPERION

NEW YORK

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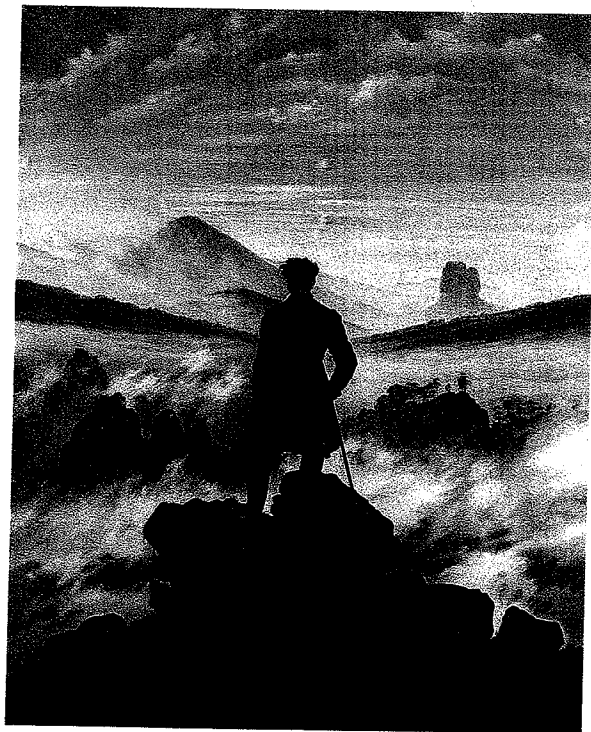
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ART & IDEAS

PHAIDON

Romanticism

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canvas;
260×325 cm,
102¼×128 in.
Musée du
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Paris

BECOMING INTERDISCIPLINARY

An

INTRODUCTION

to

INTERDISCIPLINARY

STUDIES

Second Edition

Tanya Augsburg
Arizona State University



KENDALL/HUNT PUBLISHING COMPANY
4050 Westmark Drive Dubuque, Iowa 52002

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