

The History of Arts & Ideas

aka Issues in Western Civilization

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Welcome! This course is a survey of Western thought, art and culture from Ancient Greece to today.

What to bring to class:

- A binder or a spiral notebook & pocket folder for class notes and handouts. It's your call, but I highly recommend a binder – you will receive *many* packets & handouts.
- **Loose leaf** paper and **pens** for assignments. **Note:** Please complete assignments in pen, preferably blue or black. Using pencil on assignments will reduce the grade you receive on the assignment.

A Note about Arts & Ideas

A certain level of maturity is essential in studying Arts & Ideas. You will not like everything you see, read or hear in this class as all of our individual thoughts, beliefs, convictions, and personal tastes differ. This is to be expected. I ask that you keep an open mind about what we study. If you immediately shut out an idea, philosophy or a work of art because you do not care for it, you cannot endeavor to understand it, and if you are dismissively vocal about your personal distaste for something you may prevent others from understanding it or examining it to its fullest. I will not tolerate this kind of behavior. So please do your very best to be respectful and reserve your personal opinions about particular ideas and works of art until we have examined them, at which time there will be ample opportunity to discuss your thoughts in an appropriate and constructive way. In other words, please do share your thoughts and opinions, but think and reflect carefully and allow others to do likewise.

Along the same lines, do not take all of the ideas that we study personally. You will not agree with all of them. Some of them may even make you feel a little uncomfortable. If we are studying something you fervently disagree with, do not assume that it is in any way an attack on your ideas. Instead, learn about the other idea and why it was thought. You may change your own mind, you may not, but I hope you will learn how to articulate what you do think in a clearer and more cohesive way and that you may learn about what others think or thought historically and philosophically.

All in all, it has been said by many people that the study of philosophy and art both relate to wonder and reflection. So, please open your mind and reflect, and please share your thoughts (in a non-judgmental way) about what you wonder about and reflect upon. If we all do these things this class is bound to be a lively and enlightening learning environment for all of us.

Grading:

Assignments / Papers & Tests 65%

Please note: this is the majority of your grade in this class. Assignments (whether reading or writing or something else) play an important part of this course, particularly because in doing your work you will encounter material that may not be explained in class (unless questions are asked about it of course). It will also frequently be the basis for class discussions (which may at times be graded assignments in and of themselves), will help you hone skills and will help me to understand the level of your own understanding about the material at hand. I expect you to complete the readings and written assignments given in this class. To be blunt, homework is not optional; if you choose not to complete assignments on a regular basis, do not expect to pass.

Assignments / Papers & Tests continued...

It should go without saying that all coursework is to be entirely your own work. Please put effort into your work in order to learn the most from each assignment. In order to get full credit, work will need to be completed thoughtfully, thoroughly and according to all directions. Most often directions will be given verbally; failure to pay attention to such directions may mean a zero for the work.

Assignments not turned in on time will be worth at most 80% of their original worth. Late assignments will not be accepted for a grade more than one day late.

******Reflections****:** In addition to other assignments, you will be responsible for completing weekly written reflections, due the first day of every week starting the second week of class. These assignments should show me that you are keeping up with assigned reading, paying attention to topics discussed in class and that you are critically thinking about the material we've been studying and how it relates to you and other topics of interest. Preferably the reflections should relate to content we've discussed in class the previous week, but they may stray a little. Ultimately, they can be quite informal, creative, can focus on questions that you have, connections to your life, whatever. Again, *they should show you are thinking about material the course is discussing (not too much to ask)*. Note, I do NOT want summaries of the week's discussions as summaries do not show thought, just regurgitation. I ask that these reflections be at least about a page in length.

In the event of an absence on the day of a test, project or presentation, you must arrange a time to take or present the assessment ASAP. You must come and speak with me about this outside of class time. Do not rely upon me to remind you to get assignments or make up tests. Only rarely will I let students take time from class to make up a test, so you will have to set up a time to do this outside of class. If this is not arranged within a day or two of the absence, you may lose the opportunity to make up the test and will receive a zero.

Participation & Learning Habits 35%

This is a discussion based class, it is a requirement that you contribute regularly, constructively and positively. Your participation is one of the best ways for me to assess the level of your thought and effort in this class, which is one of the reasons why it is such an important part of your grade. The ability to effectively articulate yourself is also a 21st century skill that you are required to learn so that you may take part in our democracy. Participation is also important because it shows you are taking an active part in your learning, expressing your knowledge, taking intellectual risks, and learning how to form and support your opinions as well as collaborating and conducting yourself appropriately in a class discussion.

Your participation grade is based on your general daily participation. From time to time, there may be additional required graded discussions that may also count as assignments as well. You will be given full explanations about expectations and the grading of these discussions when the time arises.

Positive participation includes actively listening to all people speaking in class attentively, quietly and respectfully, and contributing regularly to class discussions and activities in a thoughtful, critical and cooperative fashion. I will do my very best to create a learning environment in which you feel comfortable in asking questions and expressing yourself when appropriate. If there is anything I can do to make you more comfortable in class, please let me know at any time throughout the year.

Learning Skills: An excellent student tends to take ownership over her/his learning, complete assignments on time, push themselves to exceed minimal standards, use effective note-taking, test-taking, and study skills, assert themselves while cooperating with others, and come to class on time with materials prepared to learn. An excellent student also actively and positively participates in class activities and discussions.

Students will earn a weekly participation/learning habits grade of roughly 25 points based on promptness, preparedness, cooperation, effort and most importantly participation. *Students start off with the grade of C in this category.* Students will earn points through thoughtful, active and appropriate participation in class discussions and activities. Students who do not collaborate, cooperate and participate well may lose points. Points will not be earned by sitting quietly in class; you will need to do more than show up to earn credit.

Additional Policies and Procedures:

Attendance

Attendance in this class is mandatory; you will not receive credit for this course if you do not attend class regularly. **Missing discussions, slides, visuals and videos will be essentially impossible to make up, so please make every effort to attend class regularly.** Should you be absent, **it is your responsibility** to find out about and make up for any missed work **immediately.** **If you are in the building, yet are not in class (excused or unexcused), it is your responsibility to get any assignments given and to turn them in on time.** If you know you will be gone, see me and get any assignments beforehand – this especially applies to known sports activities and field trips. Any work collected on a day you are unexcused will receive a zero, and you will not receive any extra time to complete an assignment given on a day you were unexcused. All in all, you should know that I do not tolerate unexcused absences or tardiness, it is disruptive and disrespectful.

Cheating, Copying & Plagiarism

I take all of these **very** seriously. You are expected to complete **your own original** work in this class **at all times** - nothing else is acceptable. Even the simplest copying of assignments, cutting and pasting in a paper or copying portions of other sources is completely unacceptable, as you are not completing **your own** work. (It's pathetic how obvious this is and how often I catch offenders, Wikipedia is not your friend, nor is anyone who copies your work.) Any of these practices will amount to an irreversible zero and in some cases may result in a referral, per school policy. Proper citation should be practiced in any paper or project, anything less will amount to plagiarism. If you have questions about formatting of citations, please ask in class.

Extra Credit

If you keep up with your work and have good learning habits, you will succeed in this class, extra credit should not be necessary. Extra credit **is not** a way to make up for other work you have chosen not to complete. If you would like to improve your grade a little with extra credit, you must have already done the rest of the work for the class. I will not award extra credit to students that have not turned in work or have skipped class. If you are thinking about doing extra credit you must complete a proposal form that will tell me exactly what you plan to do; that proposal must be approved by me **before** you do the work. Forms are available from me and are also available on my website at mshotz.net/ec1617.pdf Any work **must** be completed by the Monday before the last Monday of the grading period.

Computer Issues

It may be asked that some of the papers/essays assigned in this course be word processed if at all possible, and any assignment may be typed if you'd like. If you choose to word process an assignment, be sure you have the means to print it or get it to me electronically. If you suddenly find yourself with printer problems, get the file to me at my jhotz@madison.k12.wi.us. If you know you can't print, please handwrite your document. And to be safe, if you send me a file its best to verbally check with me at school to make sure I received it. As far as formatting goes, when in doubt I request that you use 12 point font (please no comic sans), no wider than 1 inch margins and 1½ spacing.

www.mshotz.net

Many years ago now, I created www.mshotz.net as a place for links, resources and information that students may find of use in their pursuit of History. It's recently been undergoing a major redesign and revamp of content. My goal is to incorporate more Arts & Ideas resources (there are so many!!), but as I type this, there are only a few there. There is a page for this class that will provide some very basic info like this packet and extra credit policy etc. at www.mshotz.net/artsideas.htm. For sharing more information, like some reading packets and assignments, I've decided to use Google Classroom this year. It's still new and changing all the time, but I hope it will help students who miss class, lose things and so forth (not that I'm encouraging that behavior). To access Google Classroom, you'll need to log into your district gmail account, go to <https://classroom.google.com> and enter an access code (I'll supply that in class). More information to come.

Arts and Ideas – General Units and Readings

You will be assigned three books for this course. *Adventures in the Human Spirit*, by Philip Bishop is a comprehensive humanities text, *Sophie's World* by Jostein Gaarder is a novel written about philosophy, and *The Story of Philosophy* by Bryan Magee is a philosophy text that historically contextualizes the thought of most of the major philosophers of the Western World. Please take care of these – we have limited numbers and they are expensive to replace. In addition, **please turn your books in promptly at the end of the semester** (please don't wait until the end of the school year or right before you graduate when the office is down your neck about obligations), we won't have enough for the next semester if you do not turn them in on time – and it's just not fair for another person to be without a book because it's sitting in your locker or under a pile of stuff in your room.

The following page is a list of the parts of the books that may be used in a given area of study. This list will most certainly be supplemented, and may not all be assigned, but also allows me to say, read the Plato in *Sophie's World* and you will have the page numbers readily at hand. **(So hold on to this packet for further reference!)**

Should you have any questions or concerns, please do not hesitate to ask. I am available before and after school as well as 1st and 5th hours. I'm sometimes running around the building making copies and conferring with other staff in these times so it doesn't hurt to tell me you'll be stopping by so I will know to expect you.

Arts and Ideas – General Units and Readings

Please Note: we have two versions of *Sophie's World* – the first page numbers indicated are for the edition with the globe with wings on the cover, the page numbers in parenthesis are for the edition with the clock and the bust of Socrates on the cover.

1. Introduction to Humanism, Philosophy and Art
 - a. Magee, *The Story of Philosophy*
 - i. An Invitation to Philosophy p. 6-9
 - b. Gaarder, *Sophie's World*
 - i. What is Philosophy? p. 12-14/16-18 (14-20)
2. Ancient Greece
 - a. Bishop, *Adventures in the Human Spirit*
 - i. Chapter 3 (plus p. 38-9)
 - b. Gaarder, *Sophie's World*
 - i. Mythological World Picture p. 21-26 (23-28)
 - ii. Pre-Socratics p. 29-39 (32-42)/ 43-45 (43-7) /51-4 (53-6)
 - iii. Socrates p. 60-9 (62-70)
 - iv. Plato p. p. 81-92 (82-92)
 - v. Aristotle p. 105-117 (105-116)
 - vi. Hellenism p. 127-130 (126-128)
 - c. Magee, *The Story of Philosophy*
 - i. Before Socrates p. 12-19
 - ii. Socrates p. 20-23
 - iii. Plato p. 24-31
 - iv. Aristotle p. 32-39
3. Ancient Rome & the Early Christian Era
 - a. Bishop, *Adventures in the Human Spirit*
 - i. Chapter 4 and 5
 - b. Gaarder, *Sophie's World*
 - i. Hellenism (if we don't do it with the Greeks) 127-130 (126-128)
 - ii. Cynics p. 130-1 (129)
 - iii. Stoics p. 131-2 (129-131)
 - iv. Epicureans p. 132-4 (131-133)
 - v. Neo-Platonists p. 134-6 (133-135)
 - vi. Mysticism p. 136-8 (135-136)
 - vii. Indo European and Early Christian Thought p. 149-164 (148-161)
 - c. Magee, *The Story of Philosophy*
 - i. Cynics p. 40-43
 - ii. Epicureans p. 44-45
 - iii. Stoics p. 46-47
4. The Middle Ages
 - a. Bishop, *Adventures in the Human Spirit*
 - i. Chapters 6 and 7
 - b. Gaarder, *Sophie's World*
 - i. Middle Ages p. 170-187 (167-183)
 - c. Magee, *The Story of Philosophy*
 - i. Saint Augustine p. 50-54
 - ii. Medieval Philosophy p. 54-61
5. Renaissance & Reformation, the Scientific Revolution & Baroque Periods
 - a. Bishop, *Adventures in the Human Spirit*
 - i. Chapters 8, 9, and 10
 - b. Gaarder, *Sophie's World*
 - i. Renaissance p. 197-214 (193-210)
 - ii. Baroque p. 225-232 (222-229)
 - iii. Descartes p. 233-245 (230-242)
 - iv. Spinoza p. 247-256 (244-252)
 - v. Locke p. 261-266 (257-262)
6. The Enlightenment, Revolutions, & Romanticism
 - a. Bishop, *Adventures in the Human Spirit*
 - i. Chapters 11 & 12
 - b. Gaarder, *Sophie's World*
 - i. Hume p. 267-281 (263-282)
 - ii. Berkeley p. 282-285 (278-282)
 - iii. Enlightenment p. 313-320 (309-316)
 - iv. Kant p. 324-340 (320-337)
 - v. Romanticism p. 345-354 (341-354)
 - c. Magee, *The Story of Philosophy*
 - i. Locke p. 102-109
 - ii. Berkeley p. 110-111
 - iii. Hume p. 112-117
 - iv. Burke p. 118-119
 - v. Voltaire p. 122-123
 - vi. Diderot p. 124-125
 - vii. Rousseau p. 126-129
 - viii. Kant p. 132-137
 - ix. Schelling p. 156-157
7. Industrialism, Idealism, Materialism, Modernism & Post Modernism (all that stuff)
 - a. Bishop, *Adventures in the Human Spirit*
 - i. Chapters 13, 14, 15
 - b. Gaarder, *Sophie's World*
 - i. Hegel p. 361-371 (357-366)
 - ii. Kierkegaard p. 373-384 (370-380)
 - iii. Marx p. 391-403 (387-398)
 - iv. Darwin p. 405-428 (400-422)
 - v. Freud p. 431-446 (425-440)
 - vi. Existentialism p. 455-465 (449-458)
 - vii. The Big Bang p. 504-509 (498-503)
 - c. Magee, *The Story of Philosophy*
 - i. Hegel 158-163
 - ii. Marx 164-171
 - iii. Nietzsche 172-179
 - iv. Existentialism 208-213
 - v. More if time