



Faculty of Arts and Social Sciences

Te Kura Kete Aronui

School of Social Sciences

Dept of Philosophy

STAFF CONTACT DETAILS

CONVENOR(S)

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ADMINISTRATOR(S)

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LIBRARIAN(S)

Anne Ferrier-Watson: anne.ferrier-watson@waikato.ac.nz

You can contact staff by:

- Calling +64 7 838 4466 select option 1, then enter the extension.
- Extensions starting with 4, 5 or 9 can also be direct dialled:
 - For extensions starting with 4: dial +64 7 838 extension.
 - For extensions starting with 5: dial +64 7 858 extension.
 - For extensions starting with 9: dial +64 7 837 extension.



INTRODUCTION

Aesthetics is the philosophic study of problems concerning the nature, interpretation, and values of art. Art, though not easy to define, may include the natural environment or human contrivance. Advanced students who complete this paper will have a better appreciation and understanding of the philosophy of art.

PAPER DESCRIPTION

The paper will cover three central topics in contemporary aesthetics. The first topic, taught by Justine Kingsbury, is: 'What is art?' and includes a discussion of questions such as: 'Is there an important distinction between "high" art and mass art?' and 'Is there an important distinction between art and craft?' The second topic, on aesthetic evaluation, is taught by Liezl van Zyl and focuses on questions such as 'What makes a work of art good?' and 'Are all aesthetic evaluations subjective?' The third topic, on aesthetic properties, is taught by Joe Ulatowski.

PAPER STRUCTURE

There will be one two-hour class per week. The first hour will be a lecture providing an overview of the topic and the background to the set readings: the second hour will be a class discussion of the readings. Students should attend each lecture prepared to engage with the instructor and with each other. The success of this course depends upon students coming to lecture prepared to ask questions, to make comments, and to discuss the main argument of each article they read for the day.

TIMETABLE

Aesthetics is the study of artworks, so engagement with cultural artefacts that stimulate our perceptual faculties is positively correlated with success in this paper. Students are encouraged to attend art exhibitions and wine and beer tastings, as well as to listen to music, orations, symphonies and to watch movies, television shows, and plays. Toward the end of the semester, students should visit exhibits at the *Waikato Museum*, the *Hamilton Gardens*, and *Waikato Society of Arts at ArtsPost*.

LECTURES

Name	Time	Room
Lecture 01	THU, 9:00 AM - 11:00 AM	J.2.18

LEARNING OUTCOMES

Students who successfully complete the course should be able to:

- Clearly summarise the argument presented in a philosophical paper
- Evaluate a philosophical argument
- Develop and argue for an original philosophical position
- Engage in a constructive philosophical discussion
- Be able to articulate the different positions in a number of debates in contemporary aesthetics

ASSESSMENT

Each piece of assessment has been designed to enable students to demonstrate their grasp of essential concepts and techniques at progressive stages of the paper and for teaching staff to assess the progress they are making and to adjust lecture plans if necessary.

ASSESSMENT COMPONENTS

The internal assessment/exam ratio (as stated in the University Calendar) is 100:0. There is no final exam.



Component Description	Due Date	Time	Percentage of overall mark	Submission Method	Compulsory
1. Critical review 1	17 Aug 2018	11:30 PM	15	• Online: Submit through Moodle	
2. Critical Review 2	21 Sep 2018	11:30 PM	15	• Online: Submit through Moodle	
3. Essay plan	28 Sep 2018	11:30 PM	10	• Online: Submit through Moodle	
4. Essay	12 Oct 2018	11:30 PM	45	• Online: Submit through Moodle	
5. Participation			15		
Assessment Total:			100		
Failing to complete a compulsory assessment component of a paper will result in an IC grade					

CRITICAL REVIEW 1

A critical review of approximately 750 words. Choose an article or chapter on one of the topics covered in this paper and write a summary of it, emphasising what the main conclusion is and how it is reached. Critically evaluate the argument: that is, say whether or not you are persuaded by it, and explain why, in detail.

CRITICAL REVIEW 2

As for Critical Review 1, but for a different article or chapter.

ESSAY PLAN

Your final essay should be 3500 words long and sufficient preparation should be made by the student to complete the essay. Therefore, on this occasion, you are asked to submit a draft of your argument outline or an outline of your essay for comments, which you can then use to improve your final essay. You are welcome (indeed encouraged) to incorporate material from one or both of your critical reviews in your essay. (More information about the essay plan will be distributed closer to the time it is due.)

ESSAY

The final essay should be approximately 3500 words long, and should be informed by the feedback you have received on your draft (and, if applicable, on your critical reviews).

PARTICIPATION

Class discussions are a good forum in which to practice presenting and defending your ideas, and providing constructive feedback on others'.

HOW ACHIEVEMENT WILL BE MEASURED

The primary formal internal assessment measurement for this class involves the student writing two essays. The following are grading criteria the instructors will employ for marking student essays.

- An "A" essay has these characteristics:
 - It focuses directly on the assigned topic;
 - It has a clearly stated thesis and statement of procedure;
 - It accurately explains the pertinent background ideas, arguments, concepts, and debates;
 - It develops an interesting and original line of argument;

(The argument need not succeed, but it demonstrates considerable reflection and insight. The author explains her own position clearly, and makes a lucid and compelling case for it. Examples and analogies are germane and properly incorporated in the argument. If the paper considers a counter-argument [and most "A" papers do], the counter-argument focuses upon a real weakness of the main argument.)
 - The paper is well organised and individual paragraphs have clear and distinct roles in the development of the paper's thesis; and
 - There are virtually no mechanical errors, i.e., spelling, punctuation, grammar, etc.
- A "B" essay has these characteristics:



- It often lacks one of the central characteristics of an "A" essay;
- It will explain everything accurately and be well organised and have a few mechanical problems, but it will lack originality--it mostly rehashes the lectures and the readings;
- It may have an interesting and original idea, but it will be somewhat unclear how the idea is to be understood or the argument for it is not cogent;
- It may offer a good argument, but the author makes a major mistake in explaining the ideas of others;
- It is possible to get a "B" on an essay by simply not providing a thesis for the paper, or by not sufficiently proofreading an otherwise high quality essay; or
- Occasionally a student will get a "B" on a paper that is excellent but does not follow the assignment.
- A "C" essay has these characteristics:
 - It often lacks two of the central characteristics of an "A" essay;
 - It might be poorly organised and mis-describe some aspect of the background material;
 - It might lack a thesis and also be unoriginal; or
 - It may do many things in a second-rate way (e.g., it may have a somewhat unclear thesis and devote too much space to irrelevant background material).
- A "D" essay has these characteristics:
 - It often lacks three or four of the characteristics of an "A" essay;
 - It might lack a thesis, fail to accurately explain background material, and offer an unoriginal argument that simply rehashes the lectures; or
 - It may just be an extremely poorly written paper, with little organisation and structure and a very significant number of mechanical errors.
- A "E" essay has these characteristics:
 - It fails to do much of anything seen in an "A" essay; or
 - It is turned in too late.

Assignments will be graded on clarity and originality, and on the quality of the arguments put forward.

ASSIGNMENT SUBMISSION AND COLLECTION PROCEDURE

Assignments are to be submitted on Moodle. Marked assignments will be returned on Moodle within one week.

PROCESS FOR REQUESTING EXTENSIONS, SPECIAL CONSIDERATION AND FOR APPEALING MARKS

If an extension is required, please contact the lecturer ahead of the due date. Appeals of grades should come to the lecturer in the first instance: if unsatisfied with the results of this, a student may then appeal to the Chair of the School of Social Sciences.

TOPICS

- Further topics to be chosen in consultation with the class
- What is art?
- Aesthetic Judgment and Aesthetic Truth
- Introduction
- Aesthetic Evaluation
- Essay

SCHEDULE

Week		Week Beginning	Topics	Additional Information
Paper	University			
1	28	Mon 9 Jul	• Introduction	



Week		Week Beginning	Topics	Additional Information
Paper	University			
2	29	Mon 16 Jul	<ul style="list-style-type: none"> What is art? 	<p>Question for the week: What makes something a work of art?</p> <p>Required reading:</p> <p>George Schlesinger, Aesthetic experience and the definition of art.</p> <p>Stephen Davies, A Defence of the Institutional Definition of Art.</p> <p>Recommended reading:</p> <p>Robert Stecker, The End of an Institutional Definition of Art.</p>
3	30	Mon 23 Jul	<ul style="list-style-type: none"> What is art? 	<p>Question for the week: What makes something a work of art?</p> <p>Required reading:</p> <p>Stephen Davies, The Cluster Account of Art</p> <p>Berys Gaut, The Cluster Account of Art Defended</p> <p>Recommended Reading:</p> <p>Robert Stecker, <i>Artworks: Meaning, Definition, Value</i>.</p>
4	31	Mon 30 Jul	<ul style="list-style-type: none"> Aesthetic Evaluation 	<p>Question for the week: Does the widespread preference for rock music over classical music represent a decline in musical culture?</p> <p>Required readings:</p> <p>"The decline in musical culture" - Roger Scruton</p> <p>"Music's worldly uses, or how I learned to stop worrying and to love Led Zeppelin" - Theodore Grazyk</p> <p>Required watching: Nirvana's music videos, "Smells like teen spirit" and "In Bloom"</p>



Week		Week Beginning	Topics	Additional Information
Paper	University			
5	32	Mon 6 Aug	<ul style="list-style-type: none"> Aesthetic Evaluation 	<p>Question for the week: Is sentimental art always bad art?</p> <p>Required readings:</p> <p>"Sentimentality" - Anthony Savile,</p> <p>"The alleged unwholesomeness of sentimentality" - Anthony Savile</p> <p>"Sentimentality and truthfulness" - David Pugmire</p> <p>Required watching: Steven Spielberg's war film, "War Horse" (at least the trailer)</p>
6	33	Mon 13 Aug	<ul style="list-style-type: none"> Aesthetic Evaluation 	<p>Question for the week: Are there objective aesthetic values?</p> <p>Required reading:</p> <p>"Of the Standard of Taste" - David Hume</p>
7	34	Mon 20 Aug	Teaching Recess Week	
8	35	Mon 27 Aug	Teaching Recess Week	
9	36	Mon 3 Sep	<ul style="list-style-type: none"> Aesthetic Judgment and Aesthetic Truth 	<p>Required readings:</p> <p>"First Section, Analytic of the Aesthetic Power of Judgment, First Book Analytic of the Beautiful" - Immanuel Kant</p> <p>"Kant on the Normativity of Taste: The Role of Aesthetic Ideas" - Andrew Chignell</p> <p>Recommended readings:</p> <p>"Really Bad Taste" - Jesse Prinz</p> <p>"Kant, Quasi-Realism, and the Autonomy of Aesthetic Judgment" - Robert Hopkins</p>



Week		Week Beginning	Topics	Additional Information
Paper	University			
10	37	Mon 10 Sep	<ul style="list-style-type: none"> Aesthetic Judgment and Aesthetic Truth 	<p>Required readings:</p> <p>"Aesthetic Concepts" - Frank Sibley</p> <p>"What Makes "Aesthetic" Terms Aesthetic?" - Peter Kivy</p> <p>Recommended readings:</p> <p>"Aesthetic Supervenience" - Jerrold Levinson</p> <p>"Real Beauty" - Eddy Zemach</p> <p>"Realism about Aesthetic Properties" - Alan Goldman</p> <p>"Being Realistic about Aesthetic Properties" - Jerrold Levinson</p>
11	38	Mon 17 Sep	<ul style="list-style-type: none"> Aesthetic Judgment and Aesthetic Truth 	<p>Required readings:</p> <p>"Sensitivity, Sensibility, and Aesthetic Realism" - John Bender</p> <p>"Faultless Disagreement and Aesthetic Realism" - Karl Schafer</p> <p>Recommended readings:</p> <p>"Disagreement about Taste and Aesthetic Suberogation" - Filippo Ferrari</p> <p>"Absolutely Tasty: An Examination of Predicates of Personal Taste and Faultless Disagreement" - Jeremy Wyatt</p>
12	39	Mon 24 Sep	<ul style="list-style-type: none"> Essay 	No class: you are expected to work on your essay under the supervision of one of the lecturers
13	40	Mon 1 Oct	<ul style="list-style-type: none"> Essay 	No class: you are expected to work on your essay under the supervision of one of the lecturers
14	41	Mon 8 Oct	<ul style="list-style-type: none"> Essay 	No class: you are expected to work on your essay under the supervision of one of the lecturers
15	42	Mon 15 Oct	Study Week	



Week		Week Beginning	Topics	Additional Information
Paper	University			
16	43	Mon 22 Oct	Exam Week	
17	44	Mon 29 Oct	Exam Week	
Schedule can be subject to change.				

REQUIRED AND RECOMMENDED READINGS

REQUIRED READINGS

Required readings (approximately two articles per week) will be made available through Moodle and the Talis Reading List, available through the University Library's web portal.

RECOMMENDED READINGS

Convenors, on occasion, will provide a list of recommended readings for students who may have a strong desire in learning more about a particular topic. Also, students are encouraged to speak with convenors of the paper for further recommendations.

ONLINE SUPPORT

Required readings will be made available through Moodle: assignments submission and return is also through Moodle.

WORKLOAD

Students are expected to spend approximately 150 hours on this paper, including class time. In most weeks, students should spend about 5 hours (additional to class time) on careful study of the required readings. The remainder of the time will be required for completing assessment tasks, and will not be evenly spread throughout the semester.

LINKAGES TO OTHER PAPERS

PHIL 316: Philosophy and the Arts

PAPER APPRAISAL

Student feedback on the last iteration of this paper was positive, mentioning in particular the usefulness of the scaffolded assessments with feedback, and the usefulness of class discussion as a way of trying out ideas. Both of these features are maintained in the current iteration.

UNIVERSITY REGULATIONS

Resources provided to students by the University are subject to copyright protection under the Copyright Act 1994. If you use, sell or share these resources without permission of the copyright holder, you may be subject to legal proceedings, or disciplinary action by the University. In particular, students are advised that uploading course materials and assignments to websites, whether or not any payment is received by the student, OR using such websites as an aid to completing assignments, whether or not any payment is made by the student, will result in disciplinary action which can lead to papers being disallowed, or the student's exclusion from the University.

Your attention is drawn to the following regulations and policies, which are published in the University Calendar:

- [Assessment Regulations 2016 \(http://calendar.waikato.ac.nz/assessment/assessment.html\)](http://calendar.waikato.ac.nz/assessment/assessment.html)
- [Change of Enrolment Regulations 2012 \(http://calendar.waikato.ac.nz/admission/changeofenrolment.html\)](http://calendar.waikato.ac.nz/admission/changeofenrolment.html)
- [Computer Systems Regulations 2005 \(http://calendar.waikato.ac.nz/policies/computersystems.html\)](http://calendar.waikato.ac.nz/policies/computersystems.html)
- [Policy on the Use of Maori for Assessment \(http://calendar.waikato.ac.nz/assessment/useofmaori.html\)](http://calendar.waikato.ac.nz/assessment/useofmaori.html)
- [Ethical Conduct in Human Research and Related Activities Regulations 2008 \(http://calendar.waikato.ac.nz/assessment/ethicalConduct.html\)](http://calendar.waikato.ac.nz/assessment/ethicalConduct.html)
- [Student Research Regulations 2008 \(http://calendar.waikato.ac.nz/assessment/studentresearch.html\)](http://calendar.waikato.ac.nz/assessment/studentresearch.html)
- [Code of Student Conduct \(https://www.waikato.ac.nz/official-info/index/docs/code-of-student-conduct\)](https://www.waikato.ac.nz/official-info/index/docs/code-of-student-conduct)

ACADEMIC INTEGRITY

Me tika. Me rite. Me pono.

The University of Waikato is committed to excellence, respect, and honesty in scholarship and to ethical professional conduct. Academic integrity is at the core of this commitment and requires all members of the University community (students, academic and



general staff) to uphold academic integrity as a personal, academic, and professional responsibility.

Ma te Tangata! Mo te Tangata!

Plagiarism

Plagiarism means presenting as one's own work the work of another, and includes the copying or paraphrasing of another person's work in an assessment item without acknowledging it as the other person's work through full and accurate referencing; it applies to assessment (as defined in the Assessment Regulations presented through a written, spoken, electronic, broadcasting, visual, performance or other medium. The Student Discipline Regulations are found in the online [Calendar](http://calendar.waikato.ac.nz/policies/discipline.html) (<http://calendar.waikato.ac.nz/policies/discipline.html>) and further information at the [Student Discipline](http://www.waikato.ac.nz/sasd/misconduct/) (<http://www.waikato.ac.nz/sasd/misconduct/>) website. The [Library](http://www.waikato.ac.nz/library/) (<http://www.waikato.ac.nz/library/>) and [Student Learning](http://www.waikato.ac.nz/students/student-learning/) (<http://www.waikato.ac.nz/students/student-learning/>) are valuable resources to assist you with your studies at the University.

STUDENT SUPPORT

The Faculty of Arts and Social Sciences is committed to providing student support to all of its students. We have dedicated Student Support Coordinators that are responsible for facilitating all aspects of support and services for students, including academic programme advice, procedural and pastoral care and tutoring assistants/mentors that provide academic support.

International student support staff can be contacted via email fass-international@waikato.ac.nz or students can drop into room K.2.19, in either groups or individually.

Te Aka Matua can be contacted via email kaiawhina@waikato.ac.nz or students can drop into room JK.2.02, in either groups or individually.

Pacific Student Support staff can be contacted via email fass-pacific@waikato.ac.nz

We provide a range of student support services for both our [Hamilton](http://www.waikato.ac.nz/students/student-support.shtml) (<http://www.waikato.ac.nz/students/student-support.shtml>) and [Tauranga](http://uwt.waikato.ac.nz/student-links/learner-support/) (<http://uwt.waikato.ac.nz/student-links/learner-support/>) based students. Service providers include [Disability Support](http://uwt.waikato.ac.nz/student-links/disability-services/) (<http://uwt.waikato.ac.nz/student-links/disability-services/>) staff, who are committed to making study more accessible for people with disabilities, and the [Student Learning](http://www.waikato.ac.nz/students/student-learning/) (<http://www.waikato.ac.nz/students/student-learning/>) team, who help students acquire the skills, knowledge and attributes they need to be successful, independent, and self-directed learners.

HEALTH AND SAFETY

Students should be aware of the Faculty of Arts and Social Sciences Health and Safety requirements. Further information can be found [here](http://www.waikato.ac.nz/fass/student-health-and-safety/) (<http://www.waikato.ac.nz/fass/student-health-and-safety/>).

In the event of the continuous sounding of sirens or ringing of alarms, all occupants of the building must evacuate in an orderly and timely manner by the nearest exit to an area away from the building and clear of the roadway. They should not attempt to carry cumbersome equipment and personal belongings. The building cannot be re-entered until the all clear is signalled by the Fire Service or Building Warden. Lifts must not be used during an evacuation.

Sitting at your computer for long periods has the potential to impact on your physical wellbeing. Careful attention should be paid to seating and the height of your desk so that your feet are able to sit flat on the floor and your elbows, hips and knees are at right angles.

It is suggested that regular breaks are taken and activities are alternated to avoid staying in one position for too long.

If you hear a siren from the emergency blue boxes placed around campus, listen and follow the instructions carefully.

CLASS REPRESENTATION

During the first week of the paper you will be given an opportunity to elect at least one fellow student as your Class Representative.

A Class Representative is a student who represents the views of his or her class on academic matters to the lecturer, Department and/or Faculty. The types of issues a Class Rep would usually raise are things that impact on the quality of education and the ability of class members to study effectively, such as assessment, access to paper resources, the quality of tutorials, papers, materials and teaching facilities.

The University's Class Rep Administrator can be contacted on 837 9312 or email address: student.reps@waikato.ac.nz. Further information can be found at the [Class Rep Website](https://sites.google.com/a/waikato.ac.nz/class-reps/) (<https://sites.google.com/a/waikato.ac.nz/class-reps/>).

COMPLAINTS PROCEDURES
