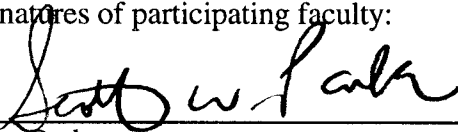



Proposal to University Curriculum Committee  
Freshman Inquiry Course

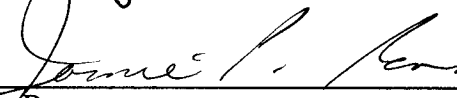
**I. Cover Sheet**


Course Title	Knowledge, Art, and Power
First Date Offered	Fall 1999
Sections per year	4
Statement of theme / topical area	An investigation into the nature of knowledge, its expression in many media, and its relationship to powers within society.

Signatures of participating faculty:

 2/14/00  
 \_\_\_\_\_ date  
 Scott Parker

 2/14/00  
 \_\_\_\_\_ date  
 Shelley Reece

 2/14/00  
 \_\_\_\_\_ date  
 Jamie Ross

 14 Feb 00  
 \_\_\_\_\_ date  
 Mark Trowbridge

Contact Faculty:

Mark Trowbridge  
 Mail Code: UnSt  
 Tel (W): 725-5853  
 Tel (H): 235-1245  
 e-mail: trowbridgem@pdx.edu

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## II. Course Narrative

### A. Statement of theme / topical area (no more than 200 words):

An investigation into the nature of knowledge, its expression in many media, and its relationship to (and conflicts with) powers within society. This course will examine the creation and expression of ideas in many artistic forms -- visual arts, music, film, literature, theater -- each with its unique language, at once independent from each other and interdependent with each other. Students will investigate the dynamic interplay of the arts, and the role played by governments and other powers in the creation or suppression of knowledge. Issues to be covered include official and political art, censorship, documentaries vs. propaganda, scientific discovery, and intolerance.

### B. Learning objectives specific to this theme:

1. Identify the subjective nature of knowledge and describe the forces that impact its construction
2. Recognize and demonstrate the social responsibilities that come with knowledge
3. Define and discuss the role of power structures in the history of knowledge
4. Distinguish and compare the unique yet interrelated nature of various art forms, both visual and verbal
5. Evaluate and interpret the role of power structures in the history of different art forms
6. Discern and critique the role of power structures in the formation of knowledge and creation of art forms in the contemporary art world

### C. Assessment of student learning (specific to theme):

Assessment of student learning will be based on graded written and oral work (50%), graded portfolio reflections on each term's work (20%), ungraded work (journals and responses) (10%), and classroom participation and attitude (20%).

### D. Description of methods to ensure coherence of theme across participating faculty:

The team will meet semi-regularly over the summer to finish designing the curriculum, and weekly during the 1999-2000 academic year. Each faculty member will also visit each other's classes on a regular basis. Assignments and readings will be shared.

### E. Interdisciplinarity of theme:

Team represents theater arts (Parker), literature and writing (Reece), philosophy (Ross), and history of art (Trowbridge).

### F. Relation of course to other University Studies offerings (cohesion, ties to future learning):

This theme is not tied to any specific Sophomore or Junior cluster. Students interested in issues raised by this theme will be well-suited to several clusters, including (among others) 'Science and the Humanities,' 'Medieval,' 'Renaissance,' 'Nineteenth Century,' 'European Culture,' 'American Studies,' and 'Women's Studies.'

G. How this theme will address the University Studies goals:

UnSt goal	Representative Assignment	Assessment plan
Communication: Writing	3rd term: 8 page paper on political art work in any medium	UnSt writing assessment (in portfolio); theme
Communication: Graphics	2nd term: create graphs based on 16-17th century Inquisition statistics	Assess ability to produce a graphic and to explain it in writing
Communication: Oral	3rd term: organized debate on censorship	Assess preparation, ability to articulate prepared and ad-libbed text
Communication: Numeracy	2nd term: analyze Inquisition statistics	Assess ability to analyze numerical data, to suggest possible conclusions based on it
Communication: Visual	1st term: analyze racial ideologies in contemporary advertising	Assess ability to read the intended and ideological meanings of imagery
Group Process	2nd term: write and perform play inspired by Brecht's Galileo	Assess individual contributions to group; assess efforts of group to incorporate all members
Computer Literacy	All terms: create and update web pages	Assess complexity of website design
Inquiry and Critical Thinking	2nd term: section on McCarthyism and freedom of thought, based on Darwin and 'Inherit the Wind'	Assess ability to analyze own acceptance of alternative viewpoints
Diversity and Human Experience	2nd term: section on gender and science	Assess responses and papers dealing with gender biases in the practice of science
Ethics and Social Responsibility	1st term: analyze racism via the West in 19th century painting and 1950s film	Assess ability to reflect on contemporary attitudes based on lessons from history

### III. Course Schedule

Term	Topical Outline	Faculty
Fall	Construction of Knowledge 1. Educational background 2. Personal background 3. Social background	Reece Ross, Parker Trowbridge, Ross
Winter	Science, Art, and Authority 1. Galileo, the Inquisition, and the Church 2. Darwin, Inherit the Wind, and McCarthyism 3. Frankenstein and the Ethics of Science	Parker, Trowbridge Trowbridge, Parker Ross, Reece
Spring	Art and Politics 1. Ways to understand art	Trowbridge, Ross

	2. Art and politics 3. Art in society	Parker, Reece Trowbridge, Ross
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#### IV. Preliminary reading list

Each member of the KAP faculty does not use the exact same set of texts, although our goals and assignments are similar. What follows is a list of readings from which we all choose (subject to revision).

##### Core Texts

D. Rodriguez, M.C. Tuman, Writing Essentials.  
P. Elbow, Writing with Power.  
D. Moore, Statistics: Concepts and Controversies.  
M. Mayfield, Thinking for Yourself.  
M.W. Shelley, Frankenstein.  
B. Brecht, Galileo.  
B. Kingsolver, Animal Dreams.  
W. Shakespeare, The Tempest.

##### Films / Videos

Liliu Kalani, Last Queen of Hawai'i  
Italianamerican  
The Searchers  
Lone Star  
The Color of Fear  
The Lorax  
Inherit the Wind  
Dr. Strangelove  
Metropolis  
Triumph of the Will  
The Wonderful, Horrible Life of Leni Riefenstahl  
The Wages of Fear  
Artemesia  
Road Scholar  
The Big One

##### Articles

P. Freire, "The Banking Concept of Education"  
H.-K. Trask, "From a Native Daughter"  
R. Takaki, "A Different Mirror"  
A. Morales, "Child of the Americas"  
J. Tompkins, "'Indians': Textualism, Morality and the Problem of History"  
P. Limerick, "The Empire of Innocence"  
R. Rodriguez, "Achievement of Desire"  
A. Rich, "Split at the Root: an Essay on Jewish Identity"  
G. Hardin, "The Tragedy of the Commons"  
R. deYoung, S. Kaplan, "On Averting"  
M. Omi, H. Winant, "Racial Formation"  
D. Foreman, "Putting the Earth First"  
J. Seager, "The Eco-Fringe: Deep Ecology"  
T. Kuhn, "The Historical Nature of Scientific Discovery"  
P. Feyerabend, "How to Defend Society Against Science"  
R. Wolff "The Place of Science in the Modern World"  
G. Lloyd, "Francis Bacon: Knowledge as the Subjugation of Nature"  
N. Tuana, "The Opposition of Reason and Emotion: Descartes"  
S. Rosser, "Women's Health--Missing from U.S. Medicine"  
S. Sontag, "Fascinating Facism"  
M. Baxandall, "Patterns of Intention"  
M. Foucault, "Las Meninas"  
J. Dewey, "The Live Creature"  
L. Nochlin, "Why Have There Been No Great Women Artists?"  
R. Browning, "Andrea del Sarto," "My Last Duchess," "The Bishop Orders his Tomb..."  
E.B. Browning, "Hiram Powers Greek Slave"  
C. Rossetti, "In an Artist's Studio"