HONR 292 - Knowing in Arts and Humanities: Do Non-Human Animals Create Art?

Instructor: Sarah Zwick-Tapley

Email: sarah.zwick-tapley@colostate.edu

Phone: 515-451-2340 (cell)

Beyoncé’s Phone: 970-491-5679

Office: Academic Village 108B. I really prefer face-to-face interactions and think everyone learns faster and better that way. To that end, I will meet with each student 3 times individually. If you’d like additional time just let me know. I have a sad pathetic life and actually get a kick out of talking about this stuff.

COURSE DESCRIPTION

Do non-human animals engage in the arts and humanities? How do we know? How do we know what constitutes the arts and humanities among our own species? This class will look at the definitions, history and current research regarding language, creativity and expression. From the philosophies of Charles Darwin and Renee Descartes to the research by Jane Goodall, Marc Hauser and Sue Savage-Rumbaugh, we will explore the human identity and the identity we attribute to other species. Be prepared for thinking both inside and outside of the box of what we know and what we imagine.

ASSIGNMENTS

I will meet with each student individually to grade their assignments and give them one-on-one feedback. If any of these meetings are missed then the student will be docked 20 pts. per meeting.

COURSE LEARNING OBJECTIVES

After completing this course, a successful student will be able to:

1. Analyze how the arts and humanities enhance and express ways of knowing.
2. Apply and integrate ways of knowing in the arts and humanities to contemporary issues and topics.
3. Creatively engage and integrate the arts and humanities to express one’s own understanding and experience.
4. Explore and appreciate how knowledge is produced, constructed, expressed, and contested among different disciplines in the sciences and humanities.
5. Reflect on the limits of knowing, how knowledge changes, and the social, historical, political, and cultural influences that shape ways of knowing as expressed in the arts and humanities.
6. Articulate the value and purpose of ways of knowing in and through the arts and humanities.
7. Describe issues of ownership, identity, and power as they relate to the processes of knowledge production in and across the arts and humanities.
8. Critically assess interdisciplinary connections and interdependent overlaps between ways of knowing in the arts and humanities and the natural and social sciences.

**REQUIRED TEXTS:**

Hauser, Marc D. *Wild Minds: What Animals Really Think*


In addition, students are required to look online for the required weekly readings.

**Week 1**

1/23 Introductions

Syllabus

*On Being Wrong* TED Talk

Assignment: Come up with 5 ways of knowing you

**Week 2**

1/28 Share ways of knowing you

Art project

Discuss Ways of Knowing handout

Discussion: How do the Humanities enhance and express knowing?

Assignment: Read Karl Popper's *Science: Conjectures and Refutations* and answer study questions

Read Imre Lakatos' *Science and Pseudoscience* and answer study question

1/30 Discussion: Pseudoscience vs. Science

Discussion: What is Art? What is an artist? What is a formula for each?
Words That Change the World, Radiolab

Assignment: Read Know Thyself from Wild Minds and answer study questions.

WEEK 3
2/4 Finish listening to Words that Change the World
Discussion: Do animals have a sense of self? When do humans have a sense of self? What animals have a sense of self?
Language experiment
13 Ways of Looking at a Blackbird
Research and discussion: Human development and art.
Assignment: Read Chimera and answer study questions.
Bring your book, Wild Minds to the next class

2/6 Class Exercise: Tracking Scents
In Class: Read Prologue: Mental Toolkits from Wild Minds.
Discussion on Animal Tool Kits and the Ability to Make Art
Assignment: Read What It's Like to Be a Bat. Express, through art, what it's like to be a bat.

Week 4
2/11 Watch Arrival

2/13 Watch Arrival
Discussion
Assignment: Find research on animals and painting. Post a summary on the Discussion Board. In addition, please post on the Discussion Board a discussion question you've created based on the research you found.

Week 5
2/18 Presentation as a Theatrical Art
2/20  Share research and discussion questions on animals and painting. Does the formula apply?

Assignment: Find research on animals and sculpture. Post a summary on the Discussion Board. In addition, please post on the Discussion Board a discussion question you've created based on the research you found.

Week 6

2/25  Share research and discussion questions on animals and sculpture. Does the formula apply?

Assignment: Find research on animals and singing. Post a summary on the Discussion Board. In addition, please post on the Discussion Board a discussion question you've created based on the research you found.

2/27  Share research and discussion questions on animals and music. Does the formula apply?

Assignment: Find research on animals and dancing. Post a summary on the Discussion Board. In addition, please post on the Discussion Board a discussion question you've created based on the research you found.

Week 7

3/4  Heads up! Discuss Critical Thinking Paper due on 3/25

Share research and discussion questions on animals and dancing. Does the formula apply?

Assignment: Find research on either animals mourning/death rituals and research on animals lying. Post a summary on the Discussion Board. In addition, please post on the Discussion Board a discussion question you've created based on the research you found.

3/6  Share research and discussion questions on animals and mourning/death rituals and animals lying. Does the formula apply?

Assignment: None

Week 8
3/11  Avant-Garde Art: Theatre of Robert Wilson and Anna Deveare Smith

3/13  Critical Thinking Paper Work Day

SPRING BREAK

Week 9
3/25  CRITICAL THINKING PAPER DUE
Heads Up! Discuss Creativity Paper due on 4/8
Language and storytelling
Koko documentary

3/27  Kanzi documentary
Assignment: Assignment: Read *The Flying Machine*. Respond according to the assignment guidelines.

Week 10
4/1  Creativity Paper Work Day
Assignment: Write Creativity Paper. Due 4/8

4/3  Writing poetry and prose with lexigrams
Sharing poetry and prose
Assignment: Read *Stones in My Pocket, Stones in My Heart*. Respond according to the assignment guidelines.

Week 11
4/8  CREATIVITY PAPER DUE

Heads Up! Discuss Work of Art Meant to Communicate with Another Species due on 4/15

Kanzi Radiolab

Assignment: Read The Pain Scale. Respond according to the assignment guidelines.

4/10  Discussion

How is knowledge produced, constructed, expressed, and contested among different disciplines in the sciences and humanities?

What are the limits of knowing? How does knowledge change? What are the social, historical, political and cultural influences that shape ways of knowing as expressed in the arts and humanities?

What is the value and purpose of ways of knowing in and through the arts and humanities?

What could we learn about animals from the arts and humanities?

How does ownership, identity and power relate to the processes of knowledge production in and across the arts and humanities?

Week 12

4/15  DUE:  Art Gallery: Sharing Works of Art Meant to Communicate with Another Species

Heads Up! Discuss final presentations

Assignment: Read A Letter to My Son. Respond according to the assignment guidelines.

4/17  Making Ape Cognition and Conservation Initiative materials

Assignment: Read The Value of Science. No response is required.

Week 13

4/22  Making Ape Cognition and Conservation Initiative materials

Assignment: Read Not for Profit. No response is required.
4/24    Making Ape Cognition and Conservation Initiative materials
Assignment: None

**Week 14**

5/1     Skype with Ape Cognition and Conservation Initiative

**Week 15**

5/6     Presentations
5/8     Presentations

**Week 16**

Finals Week
Section 6    Thursday, May 16 from 4:10-6:10 p.m.
             Group Project

Section 3    Dec. 11 at 4:10 p.m.
             Group Project

**EVALUATION SYSTEM**

Please note that while there is no grade for attendance it is critical that students are present for class. The bulk of the growth and learning will take place during class exercises and interactions. As a result, if a student misses more than three classes then they are required to either attend the other class section to make up for the class and/or meet me outside of class to make up what was missed. *Students will fail the class if they miss five or more classes and have not made arrangements with me. I reserve the right to set limits on how many classes are missed.* Talk to me. I want things to work. I will be looking for a way to say "yes" and not a way to say "no". However, if a student has a bad
attitude and is not involved in class discussions and activities then I am not inclined to look for ways of helping that student.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Discussion question assignments (14)</td>
<td>140</td>
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<tr>
<td>Critical Thinking Paper</td>
<td>200</td>
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<tr>
<td>Creativity Paper</td>
<td>200</td>
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<tr>
<td>Work of Art Meant to Communicate with Another Species</td>
<td>200</td>
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<tr>
<td>Bonobo Art</td>
<td>100</td>
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<tr>
<td>Formal speech</td>
<td>220</td>
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<tr>
<td>Discussion Board Postings (5)</td>
<td>300</td>
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<td><strong>Total</strong></td>
<td><strong>1200</strong></td>
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**Incomplete**

The grade of “I” is a temporary grade awarded to indicate that for reasons beyond the student’s control or that the student could not have reasonably have anticipated, he/she could not complete the requirements for the course. When an instructor assigns an “I,” he/she shall specify in writing the requirements the student shall fulfill to complete the course. After one year, or at the end of the semester in which the student graduates (whichever comes first), an “incomplete” grade will automatically changed to an “F” grade unless the course has been completed and the grade change submitted. *Student must be in good academic standing in the class in order to receive an incomplete.* (CSU Faculty Council policy)

**Cheating and Plagiarism**
Do not even think of cheating. You will not only fail the assignment, but you will fail the class and I will report you to the university and have you kicked out of the Honors Program. If you have any questions about how to cite something then circle the section in question and write “citation question” next to it. It is o.k. to not know how to cite something, but it is not o.k. to cheat.

Honors Competencies and Skills for Honors Students (“PICC” feedback)

The CSU University Honors Program has prioritized four general competencies skills that should be addressed in each honors course. These skills include (1) Professionalism, interpersonal skills, and emotional intelligence; (2) Interdisciplinary learning integrated with global and/or cultural viewpoints; (3) Critical thinking; and (4) Creativity and problem solving. This is a two-stage process. First students complete a self-evaluation of these skills at the beginning of the semester. At the end of the semester instructors will provide feedback for each student, based on assignments and activities. The feedback is part of the University Honors Program; it is for advising purposes only and is confidential. It is not part of a student’s grades or academic record. A standardized rubric is used to provide feedback for growth in these areas and to measure the Honors Programs progress in helping students to develop these skills through their academic career. The feedback categories and activities/assignments used to measure progress in HONR 292 are listed below and noted in the assignment descriptions.

<table>
<thead>
<tr>
<th>Skill Category (PICC)</th>
<th>Relevant Course Activities &amp; Assignments</th>
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<tbody>
<tr>
<td><strong>1. Professionalism, interpersonal skills, &amp; emotional intelligence</strong></td>
<td>· Class participation &amp; conduct</td>
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<td>· Discussion question assignments</td>
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<td>· Formal speech</td>
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<td>· Class discussions</td>
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<td>· Discussion question assignments</td>
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<td>· Writing projects</td>
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<td>· Work of art meant to communicate with another</td>
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<tr>
<td><strong>2. Interdisciplinary learning integrated with global &amp;/or cultural viewpoints</strong></td>
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3. Critical thinking: Student advances a position with specific theses or hypotheses & can conceptualize ideas or lines of thought. Conclusions and related outcomes acknowledge complexities of an issue (implications and consequences) and recognize differing points of view. Formulates & develops claims with sufficient support, including reasoning, evidence, & persuasive appeals, & proper attribution where necessary. Uses written and oral communication effectively in persuasive arguments.

4. Creativity & problem solving: Creatively applies discipline-based and/or cross-discipline-based knowledge to discover and design a variety of forms often using a problem-solving strategy

Course Summary:
<table>
<thead>
<tr>
<th>Date</th>
<th>Details</th>
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<tbody>
<tr>
<td>Mon Jan 28, 2019</td>
<td>5 Ways of Knowing You</td>
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<tr>
<td>Wed Jan 30, 2019</td>
<td>Imre Lakatos' Science and Pseudoscience</td>
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<td>Karl Popper's Science: Conjectures and Refutations</td>
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<td>Mon Feb 4, 2019</td>
<td>Wild Minds: Know Thyself</td>
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<td>Wed Feb 6, 2019</td>
<td>Chimera</td>
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<td>Mon Feb 11, 2019</td>
<td>What It's Like to Be a Bat</td>
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<td>Mon Feb 18, 2019</td>
<td>Discussion Board: Animals and Painting</td>
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<td>Wed Feb 20, 2019</td>
<td>Discussion Board: Animals and Sculpture</td>
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<td>Wed Feb 27, 2019</td>
<td>Discussion Board: Animals and Music</td>
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<td>Mon Mar 4, 2019</td>
<td>Discussion Board: Animals and Dancing</td>
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<td>Wed Mar 6, 2019</td>
<td>Discussion Board: Animals Mourning/Death Rituals</td>
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<td>Mon Mar 25, 2019</td>
<td>Critical Thinking Paper</td>
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<td>Wed Mar 27, 2019</td>
<td>A Place for Stories</td>
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<td>Date</td>
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<td>Mon Apr 1, 2019</td>
<td>The Flying Machine</td>
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<td>Mon Apr 8, 2019</td>
<td>Developing Creativity Paper</td>
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<td>Stones in My Pocket, Stones in My Heart</td>
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<td>Wed Apr 10, 2019</td>
<td>The Pain Scale</td>
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<td>Mon Apr 15, 2019</td>
<td>Work of Art Meant to Communicate with Another Species</td>
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<td>Wed Apr 17, 2019</td>
<td>A Letter to My Son</td>
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<td>Mon Apr 29, 2019</td>
<td>Making Art Materials for the Ape Cognition and Conservation Initiative</td>
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<td>Attending an Arts Event</td>
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<td>Mon May 6, 2019</td>
<td>PICC Survey Online</td>
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<td>Public Speaking Presentation on Any Topic Relating to Animals</td>
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<td>Voter ID</td>
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<td>Roll Call Attendance</td>
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