European Graduate School EGS
Arts, Health & Society Division

Philosophical and Aesthetic Foundation – Interdisciplinary Approach D

former CT-4

21 cp (11 US credits)

Workload	Self-Study	Presence Time (residency with faculty)
630 hours	420 hours	210 hours

21 days for the following learning events:

Principles and Practices of Intermodal Expressive Arts
Core Group and Community Art

Salutogenesis and Building Resilience in Expressive Arts
Accessing Personal and Collective Skills in Situations of Extreme Stress
Seminar

Advanced Training and Theoretical Foundations
Fundamental Theories – Imagination, Polyaesthetics, Crystallization Theory and Intermodal Theory
Seminar

Body and Movement in Expressive Arts (Foundation in Expressive Arts oriented Dance)
Body-oriented Practices of Expressive Arts with the Goal of improving Observational Skills
Seminar/Workshop

An Inquiry into the Process of Change
Critical Inquiry into the Concepts of Processes of Change as they manifest themselves across Cultures
Seminar

Arts and Society
Lecture: Current Theme in Research

Atelier with Artist in Residence
Workshop

Excursion
Focused on a Cultural Theme

Self study / requirements:

- Critiques of literature and video and participation in forum discussions
- Research methodology plan for the Masters Thesis
- Contribution to group project
- Requirements to pass Learning Events: Participation, Presentations, Forum Dispute of a given theme

The students are able to:

Self-competence

regarding one's own resources and capacities:
- integrate one's own skill-sets into Conflict Transformation theory and practices
- demonstrate commitment to pArticipate in an intense learning process for 21 days
- build generative relationships with peers in learning situations
- develop an open-minded approach to diverse Peacebuilding perspectives
- offer learning events and explore new ideas that draw from personal strengths
- cultivate sustainable and imaginative models of self care
- draw from cultural one's own cultural resources for active engagement

regarding the Artistic process and the work:
- develop aesthetic sensibilities in the midst of complex systems and conflict dynamics
- engage in Art-making projects to enhance reciprocity and communication
- understand the wide range of choices made available through the Arts
- learn new Artistic skills and create linkages to Peacebuilding contexts
- develop a focused understanding of the Art-making process through a concentration in specific modalities

regarding team
- make informed choices on how to integrate Art-making in complex circumstances
- engage with concerns, feelings, thoughts in an autonomous manner
- give and receive constructive feedback in the larger learning community
- discern the role of boundaries in collaboration
- be realistic about own boundaries and train optimism within the range of the possible

Professional competence

- increase understanding of cultural starting points and diverse worldviews in relation to Expressive Arts applications
- develop a personal philosophy for interfacing Expressive Arts and Peacebuilding disciplines
- design a literature review based on recent publications in the emerging field
- participate in generative theoretical discourse
- cultivate his/her own innovative skills of analysis and critique
- integrate theories, the Arts and practice
- present theory and discourse as it relates to specific Peacebuilding issues in a cohesive way
- engage with monitoring, evaluation and documentation of practices
- integrate lectures as an inspiration to enhance one's own understanding of cultural assumptions, biases and lenses in Expressive Arts interventions
- perform critical analysis on a phenomenological base
- develop breadth of knowledge on diverse Arts-based Conflict Transformation and Peacebuilding practices
- distill relevant 'Menschenbilder' and 'Weltbilder' principles and practices as they relate to Expressive Arts frame works and interventions
- reflect the relevance of cultural fluency in tandem with intercultural Peacebuilding initiatives
- learn to integrate philosophical and aesthetic analysis in discourse and dialogue
- appreciate one's own creative resources and assets to create alternative world experience
- lead discourse and present principles and practices in meaningful, effective and aesthetic ways
- develop case studies based on personal field experiences and frame it within a Conflict Transformation and Peacebuilding discourse

Social competence

- increase awareness of the Expressive Arts as a substantive resource for strengthening one's role in Peacebuilding
- initiatives
- have the adaptability, humility and suspension of judgment while working in an intercultural context
- recognize cultural diversity as being both inclusive and differentiated
- have the capacity to collectively create a vision with others in a shared leadership capacity
- articulate and implement core principles and practices in relevant contexts
- develop team building capacities with other learners
- have the openness to alternative worldviews and ways of Peacebuilding contribute to the overall sense of safety in the group context
- have acknowledge and support resources and capacities for resilience within a community
- create a reciprocal learning environment

Methodological competence

regarding theoretical understanding and practice of an Expressive Arts session:
- practice Expressive Arts methodologies in diverse contexts; integrate monitoring and critical feedback on his/her performance
- develop a range of strategies for Conflict Transformation and Peacebuilding from an Arts-based approach
- design and structure a transformative intervention in the midst of conflict dynamics
- observe faculty demonstrations on possible interventions, reflect and develop personal practices

- integrate ideas and processes in an effective manner
- actively make use of practical situations to train his/her skills to lead and process a session

regarding the architecture of a session:
- understand the architecture of a session and correlating applications in cycles of conflict and crises
- make the transfer from the learning event frames to intercultural contexts
- integrate peer and faculty coaching into sessions and learn from these interactions
- switch roles from a learner to a professional in training in a conflict/crisis context

regarding Arts based interventions:
- demonstrate aesthetic intervention strategies and responses in conflict dynamics
- practice intervention techniques and aesthetic analysis with peers
- know how to address element of conflict and crisis via Expressive Arts methods
- recognize diverse group processes in crisis and conflict situations

regarding professional language skills:
- develop language skills for intercultural contexts and exercise leadership styles in team problem solving strategies
- expand the range of Arts-based tools
- practice solution oriented language skills relevant to leading a session