



## 「教師跨領域研究社群」-中國書法審美的議題討論

時間：2022-08-19

地點：傳播館 Q403、書法研究室

因為這個議題冷門，目標明確，舉辦這次討論會議前又必須每個人都閱讀一些文獻，暑假期間大家都不在淡水，因此這次會議只有通知社群內有興趣的人。張老師此次是導讀、分享英文的、討論書法研究的文獻，相當豐富。導讀之前已經預先分享了論文，討論主要是聚焦在 Bulot & Reber(2013)所提的 psycho-historical framework 理論的內涵。該理論提到從社會科學與認知科學兩種不同角度切入研究審美過程時，兩種不同領域著重的重點不同，而且沒有交集。但是，審美過程卻實實在在地發生在每個人心中。社會科學從藝術品的歷史時空脈絡切入，認知科學則是從大腦認知歷程切入，兩者沒有辦法掌握共同的原理原則。事實上，每個人大腦中會因為觀看藝術作品而產生共同的運作，但是這些運作如何受到作品歷史脈絡知識的影響，也必須深究。因此 Bulot & Reber 提出歷史脈絡與大腦運作需要整合的時機來臨了，這恰是跨領域整合研究的表率，促使我們對書法藝術美感的實徵研究(Empirical aesthetic)有更深的認識，也輔助設計了 SDS 問卷與接下來的眼動追蹤實驗程序。

Bulot, N. J., & Reber, R. (2013a). The artful mind meets art history: Toward a psycho-historical framework for the science of art appreciation. *Behavioral and brain sciences*, 36(2), 123-137.

Bulot, N. J., & Reber, R. (2013b). A psycho-historical research program for the integrative science of art.

Bulot, N. J., & Reber, R. (2017). Artistic misunderstandings: the emotional significance of historical learning in the arts. *Behavioral and brain sciences*, 40.



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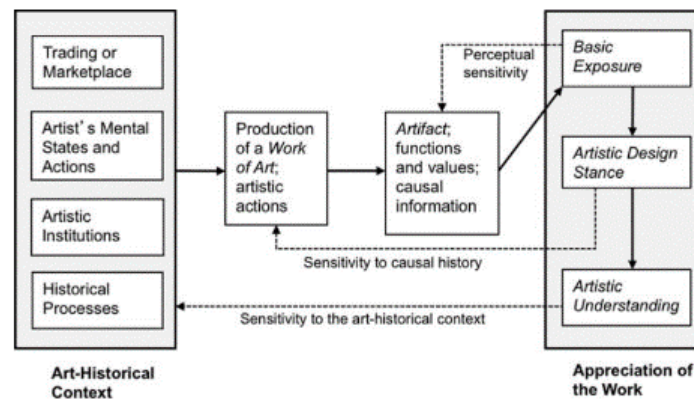
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**Abstract:** Research seeking a scientific foundation for the theory of art appreciation has raised controversies at the intersection of the social and cognitive sciences. Though equally relevant to a scientific inquiry into art appreciation, psychological and historical approaches to art developed independently and lack a common core of theoretical principles. Historicists argue that psychological and brain sciences ignore the fact that artworks are artifacts produced and appreciated in the context of unique historical situations and artistic intentions. After revealing flaws in the psychological approach, we introduce a *psycho-historical framework for the science of art appreciation*. This framework demonstrates that a science of art appreciation must investigate how appreciators process causal and historical information to classify and explain their psychological responses to art. Expanding on research about the cognition of artifacts, we identify three modes of appreciation: *basic exposure* to an artwork, the *artistic design stance*, and *artistic understanding*. The artistic design stance, a requisite for artistic understanding, is an attitude whereby appreciators develop their sensitivity to art-historical contexts by means of inquiries into the making, authorship, and functions of artworks. We defend and illustrate the psycho-historical framework with an analysis of existing studies on art appreciation in empirical aesthetics. Finally, we argue that the fluency theory of aesthetic pleasure can be amended to meet the requirements of the framework. We conclude that scientists can tackle fundamental questions about the nature and appreciation of art within the psycho-historical framework.

**Keywords:** art appreciation; causal reasoning; cognition of artifacts; cognitive tracking; design stance; essentialism; function; history of art; mindreading; processing fluency; psycho-historical framework

張介英老師分享的主要論文文獻摘要。



張介英老師整理的 Bullot & Reber(2013)提出的理論架構圖。