



SACRAMENTO  
STATE

# Course Change Proposal Form A



<b>Academic Group (College): Health and Human Services</b>	<b>Academic Organization (Department): Recreation, Parks &amp; Tourism Administration</b>	<b>Date: 03-17-09</b>
<b>Type of Course Proposal:</b> New <input checked="" type="checkbox"/> Change <input type="checkbox"/> Deletion <input type="checkbox"/>	<b>Department Chair: Dana Kivel</b>	<b>Submitted by: Greg Shaw</b>
<b>Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></b>	<b>For Catalog Copy: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></b> <b>CCE (Extension): Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></b>	<b>Semester Effective:</b> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> , 2009

<b>This course replaces experimental course Subject Area (prefix) and Catalog Nbr (course number):</b>	
<b>If changing an existing course, should new version be considered a repeat of the original version? If so, the same Course ID will be maintained. If not, a new Course ID will be assigned. Note: In PeopleSoft terminology, the Course ID is the unique system identifier, not the Catalog Nbr.</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>

**Change from:**

<b>Subject Area (prefix) &amp; Catalog Nbr (course no.):</b>	<b>Title:</b>	<b>Units:</b>
--	---------------	---------------

**Change to:**

<b>Subject Area (prefix) &amp; Catalog Nbr (course no.):</b> RPTA 081	<b>Title: Architecture Appreciation through Tourism</b>	<b>Units: 03</b>
--	---	------------------

**JUSTIFICATION:**

The *Tourist Gaze*, as first named by John Urry in 1990 (with obvious references to other gazes in the social and psycho sciences), has commonly been used to describe the power relationship between the tourist and the subject of her gaze. Although the gaze may indeed be intended to be two directional, it is often referenced, especially from the perspective of academic research, as one directional – being from that of the privileged to the less so. This gaze, however, can also be on an object, not a subject (or subjects), as the gaze can refer to observations of both the tangible (e.g. art, architecture, dance, clothing, food) and intangible (e.g. music, religion) aspects of culture.

This course is specifically designed to increase the aesthetic awareness(es) of students by incorporating the gaze and documenting their observations in both photography and writing. This introductory course will provide a solid exposure to various architectural styles and design periods by using the tourism (both actual and virtual) as a method of observation and recording. This course will increase the tourism offerings of the department at the lower-division level. This course is intended to be a General Education course.

**NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy. See <http://www.csus.edu/umannual/acad.htm> - Guidelines for Catalog Course Description)**

An introductory level exploration of architecture from the perspective of the "tourist gaze." Includes entry-level tourism theory and motivations for touristic travel related to forms of cultural tourism, arts tourism and historic tourism. Overview of the "Bilbao Effect," and "cultural capital." Provides a basic level explanation of architectural periods, designed to increase student understanding and raise student awareness of the architecture around them. Relationship between the mainstream and "the other" discussed as it affects both tourism and architectural design. Units: 03.

<b>Note:</b>	
<b>Prerequisite:</b> Enforced at Registration: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
<b>Corequisite:</b> Enforced at Registration: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
<b>Graded: Letter <input checked="" type="checkbox"/> Credit/No Credit <input type="checkbox"/></b>	<b>Instructor Approval Required? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></b>
<b>Course Classification (e.g., lecture, lab, seminar, discussion):</b> Lecture	<b>Title for CMS (not more than 30 characters):</b> Architecture Apprec. through Tourism
<b>Cross Listed?</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<b>If yes, do they meet together and fulfill the same requirement, and what is the other course.</b>

How Many Times Can This Course be Taken for Credit?   1  

Can the course be taken for Credit more than once during the same term? Yes    No   X

**FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:**

**Description of the Expected Learning Outcomes:** Describe outcomes using the following format: "Students will be able to: 1), 2), etc."

See the example at <http://www.csus.edu/acaf/example.htm>

1. Demonstrate a basic knowledge of various architectural styles by:
  - a. Identifying slides of individual buildings for midterm exams
  - b. Giving written descriptions of design characteristics of selected architectural styles
2. Demonstrate a basic knowledge of periods in tourism history by responding to questions on midterm exams
3. Use architectural/aesthetic critique to academically/professionally state an opinion of a given building
4. Compare and contrast architectural tourism to other forms of cultural tourism by tourist typology
5. Use social architectural critique to form an opinion on the "jump cut" use of imitative culturally-specific architecture for tourism/entertainment purposes
6. Analyze architecture and develop aesthetic opinions by creating a photographic journal of buildings in the Sacramento and San Francisco areas

**\*\*Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.**

**Assessment Strategies:** A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

- Students will have a series of assignments designed to assess their ability to recognize architectural styles and critic design aesthetics. Those include:**
- An Architecture Photography Journal (both visual and written documentation of the student's design preferences and non-preferences)
  - Tests (including slide recognition, diversity in architecture, design theory and history, tourism theory and principles)
  - Field trips to important architectural tourism sights in Sacramento and San Francisco that critique both the architecture and the tourism experience
  - A "design-i-pedia" entry assignment that requires students to summarize a designers major works and critical acceptance
  - A poster presentation summarizing the student's learned knowledge of design over the course of the semester, comparing and contrasting their likes and dislikes in architecture

For whom is this course being developed?

Majors in the Dept \_\_\_ Majors of other Depts X Minors in the Dept X General Education X Other \_\_\_

Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes \_\_\_ No X

If yes, identify program(s):

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes \_\_\_ No X

If yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any).

*We've spoken w/ Art & Design*

**The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.**

**Approvals:** If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

**Signatures:**

	Date
Department Chair: <i>Dana Bivell</i>	4/23/09
College Dean or Associate Dean: <i>[Signature]</i>	4/24/09
CPSP (for school personnel courses ONLY)	
Associate Vice President and Dean for Academic Programs	

**Distribution:** Academic Affairs (original), Department Chair and College Dean. Dean's office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.