

# ART 1A: ART, RELIGIONS, AND POWER BEFORE 1400

## In Workflow

1. ART Committee Chair (iharvey@csus.edu)
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12. PeopleSoft (PeopleSoft@csus.edu)

## Approval Path

1. Tue, 24 Sep 2019 15:38:01 GMT  
Ian Harvey (iharvey): Approved for ART Committee Chair
2. Tue, 24 Sep 2019 16:39:54 GMT  
Carolyn Gibbs (carolyng): Approved for ART Chair
3. Fri, 11 Oct 2019 17:33:13 GMT  
Robin Fisher (rfisher): Rollback to ART Chair for ALS College Committee Chair
4. Thu, 17 Oct 2019 18:49:32 GMT  
Carolyn Gibbs (carolyng): Approved for ART Chair
5. Fri, 18 Oct 2019 17:17:24 GMT  
Robin Fisher (rfisher): Approved for ALS College Committee Chair
6. Mon, 21 Oct 2019 18:59:53 GMT  
Melinda Wilson Ramey (mwilson): Approved for ALS Dean

Date Submitted: Mon, 23 Sep 2019 15:12:05 GMT

**Viewing: ART 1A : Art, Religions, and Power before 1400**

**Last edit: Thu, 17 Oct 2019 18:49:24 GMT**

Changes proposed by: Mya Dosch (223000232)

## Contact(s):

Name (First Last)	Email	Phone 999-999-9999
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## Catalog Title:

Art, Religions, and Power before 1400

## Class Schedule Title:

Art, Relig, Power before 1400

## Academic Group: (College)

ALS - Arts & Letters

## Academic Organization: (Department)

Art

## Will this course be offered through the College of Continuing Education (CCE)?

No

## Catalog Year Effective:

Fall 2020 (2020/2021 Catalog)

## Subject Area: (prefix)

ART - Art

**Catalog Number: (course number)**

1A

**Course ID: (For administrative use only.)**

102006

**Units:**

3

**In what term(s) will this course typically be offered?**

Fall term only

**Does this course require a room for its final exam?**

Yes, final exam requires a room

**Does this course replace an existing experimental course?**

No

**This course complies with the credit hour policy:**

Yes

**Justification for course proposal:**

ART1A has been revised with the support of a College of Arts & Letters Curriculum Redesign Grant to reflect a new global vision for lower-level art history courses. The field of art history has shifted away from traditional Euro-centric frameworks to embrace other regions and narratives, and this course revision reflects that shift in the discourse. The new 1A course covers a wider variety of cultures and artistic traditions, and includes the new Expected Learning Outcome "Gain global knowledge and inclusive attitudes toward artworks from many cultures and perspectives." This new global curriculum thus better meets the GE objective that students "Possess a significant and useful understanding of peoples from a diversity of cultures and backgrounds, including women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society." The revised 1A and 1B course sequence will also better prepare students for upper-division art history courses in a variety of traditions by introducing a standard set of fundamental skills.

This course is required in:

BA in Art (Art Education)

Minor in Art History

This course is one option among the required courses in:

BA in Art History

BA in Art (Art History)

BA in Art (Studio Art Methods)

BFA in Art

BA in Design Studies

BFA in Graphic Design

**Course Description: (Not to exceed 80 words and language should conform to catalog copy.)**

An introduction to art and visual culture from across the ancient world, including Africa, the Americas, Asia, and Europe. Students will analyze and compare art from a variety of cultures, exploring themes such as "Gender, Race, and The Body," "Sacred Art/Sacred Space," and "Art and Power."

**Are one or more field trips required with this course?**

No

**Fee Course?**

No

**Is this course designated as Service Learning?**

No

**Does this course require safety training?**

No

**Does this course require personal protective equipment (PPE)?**

No

**Does this course have prerequisites?**

No

**Does this course have corequisites?**

No

**Graded:**

Letter

**Approval required for enrollment?**

No Approval Required

**Course Component(s) and Classification(s):**

Lecture

**Lecture Classification**

CS#01 - Large Lecture (K-factor=1 WTU per unit)

**Lecture Units**

3

**Is this a paired course?**

No

**Is this course crosslisted?**

No

**Can this course be repeated for credit?**

No

**Can the course be taken for credit more than once during the same term?**

No

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

Students will be able to:

1. Identify, describe and analyze the historical significance of key works of world ancient art, considering form and content.
2. Explain how artworks are shaped by their historical contexts.
3. Gain global knowledge and inclusive attitudes toward artworks made by artists from many cultures and perspectives.
4. Compare multiple interpretations of artworks, evaluate their strengths and weaknesses of art historical arguments, and argue persuasively for their own point of view.
5. Find, evaluate, comprehend, and apply trustworthy information
6. Plan and execute a thesis-driven essay, using visual material and historical context as evidence.
7. Connect course content to their own lives and contemporary issues to foster lifelong learning.

**Attach a list of the required/recommended course readings and activities:**

ART1A Art Religions and Power before 1400 - Activities and Readings.pdf

**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.**

1. In-class writing assignments and activities (ELOs 1-7)  
Short reflections critically responding to individual artworks and the course readings
2. Midterm and Final Exam (ELOs 1, 2, 4, 6)  
Exams combine short answer, multiple choice, and essay responses.
3. Individual and Team Quizzes (ELOs 1, 2, and 3)  
Short multiple-choice quizzes, taken first individually, and then as a team.
4. Crocker Museum Artwork Analysis Paper (ELOs 1-7)  
Paper describing and analyzing a work of art.
5. In-class discussions (ELOs 1, 2, 3, 4, 7)  
Group discussions during class sessions.

**Is this course required in a degree program (major, minor, graduate degree, certificate?)**

Yes

**Has a corresponding Program Change been submitted to Workflow?**

No

**Identify the program(s) in which this course is required:**

**Programs:**

BA in Art (Art Education)

Minor in Art History

**Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?**

No

**Will there be any departments affected by this proposed course?**

Yes

**Indicate which department(s) will be affected by the proposed course:**

**Department(s)**

Department of Design

**I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.**

I/we agree

**University Learning Goals**

**Undergraduate Learning Goals:**

Competence in the disciplines  
Knowledge of human cultures and the physical and natural world  
Integrative learning  
Personal and social responsibility  
Intellectual and practical skills

**Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?**

No

**GE Course and GE Goal(s)**

**Is this a General Education (GE) course or is it being considered for GE?**

Yes

**In which GE area(s) does this apply?**

C1. Arts

**Which GE objective(s) does this course satisfy?**

Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.  
Read, write, and understand relatively complex and sophisticated English prose.  
Find and use common information resources, engage in specialized library research, use computers and seek out appropriate expert opinion and advice.  
Possess a significant and useful understanding of peoples from a diversity of cultures and backgrounds, including women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society.  
Construct a non-fallacious verbal argument, recognize fallacious arguments, and follow the verbal arguments of others.

**Attach Course Syllabus with Detailed Outline of Weekly Topics:**

ART1A Art Religions and Power before 1400 - Syllabus .pdf

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

**Will more than one section of this course be offered?**

Yes

**Provide a description of what would be considered common to all sections and what might typically vary between sections:**

Students in all sections should be able to:

1. Identify, describe and analyze the historical significance of key works of world ancient art, considering form and content.
2. Explain how artworks are shaped by their historical contexts.
3. Gain global knowledge and inclusive attitudes toward artworks made by artists from many cultures and perspectives.
4. Compare multiple interpretations of artworks, evaluate their strengths and weaknesses of art historical arguments, and argue persuasively for their own point of view.
5. Find, evaluate, comprehend, and apply trustworthy information
6. Plan and execute a thesis-driven essay, using visual material and historical context as evidence.
7. Connect course content to their own lives and contemporary issues to foster lifelong learning.

**Please write a statement indicating the means and methods for evaluating the extent to which the objectives of the GE Area(s) and any writing requirements are met for all course sections:**

The Department chair currently reviews all GE course syllabi to assure compliance.

**What steps does the department plan to take to ensure that instructors comply with the respective category criteria and who is responsible?**

The Department chair currently reviews all GE course syllabi to assure compliance.

## **General Education Details - Area C1: Arts**

Section 1.

**Please write a statement indicating the means and methods for evaluating the extent to which the objectives of Area C1 and the writing requirements are met for all course sections, and what steps does the department plan to take to ensure that instructors comply with the category criteria and who is responsible?**

Objectives will be measured through in-class writings, out-of-class homework, quizzes, and exams. Additionally, the Department chair currently reviews all GE course syllabi to assure compliance.

### **General criteria:**

**Indicate how the course is introductory and has no prerequisites.**

The course assumes no prior knowledge of art history, and teaches the fundamental skills of visual analysis and basic art vocabulary necessary for all art history courses. There are no prerequisites.

**Indicate how the course is broad in scope or survey in nature.**

The course considers artworks from a wide variety of cultures and time periods throughout the ancient world. It also introduces students to a variety of artistic media, including architecture, sculpture, painting, and craft.

### **Specific criteria:**

**Indicate in written statements how the course meets each of the following Learning Criteria for Category C1. Relate the statements to the course syllabus and outline. Be as succinct as possible.**

**Think conceptually and critically about medium, performance or presentation, and production for at least one art form.**

Students will be introduced to, at minimum, architecture, sculpture, painting, and craft techniques in the ancient world, and will be expected to discuss these techniques on course exams.

**Demonstrate knowledge of artistic production, aesthetic properties, and the way creative work is shaped by artistic and cultural forces.**

Course first and final exams will require students to connect the visual/aesthetic qualities of selected artworks to the artistic and cultural values of the era in which it was created. These skills will also be developed and tested through in-class activities and the essay assignment.

**Have an acquaintance with a broad understanding of artistic forms, genres, and cultural sources.**

Lectures, readings, and classroom discussion will introduce sculpture, painting, and ceramics from a variety of cultures and time periods across the world. Course exams and in-class activities will require students to compare works from different cultures and genres.

**Be able to develop and defend informed judgments about creative work**

Course first and final exams will require students to discuss and analyze specific artworks, showing their knowledge of the artistic process and its connections to the cultural values.

These exams will be supplemented with an independent written assignment, such as an essay analyzing an artwork at the Crocker Museum.

### **Includes a writing component described on course syllabus**

1) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.

2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

As a large lecture course (enrollment varies from 65-120 students, since ART 1A also is offered as a “mega-class”), ART 1A has written assignments of limited number and length. Most typical are the essay and short-answer exams given twice during the semester. These exams may be supplemented with an independent written assignment, such as a short essay analyzing and explaining a work of art in a regional museum. Such an exercise gives students the opportunity to apply knowledge from the lectures and text assignments in a practical way.

Exam essays are graded for their demonstration of the students’ knowledge of works of art covered in the course (their recollection of basic facts, information, issues, and concepts associated with the works); the correct use of the appropriate art historical vocabulary; the ability to develop and support a thesis about art; and the ability to analyze and/or explain a work of art with its original context in mind.

Section 2.

**If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.**

N/A

**Please attach any additional files not requested above:**

Consultation with Design Chair John Forrest.pdf

**Reviewer Comments:**

**Robin Fisher (rfisher) (Fri, 11 Oct 2019 17:33:13 GMT):**Rollback: Dear Dr. Dosch, The AL committee recommends that you simplify the Assessment strategies (using just a description of the instrument itself). Please let me know if you have questions. Thank you, Robin Fisher

Key: 311