

# ART 5: ART OF THE AMERICAS

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## In Workflow

1. ART Committee Chair (iharvey@csus.edu)
2. ART Chair (carolyng@csus.edu)
3. ALS College Committee Chair (rfisher@csus.edu)
4. ALS Dean (mwilson@csus.edu)
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6. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
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12. PeopleSoft (PeopleSoft@csus.edu)

## Approval Path

1. Tue, 24 Sep 2019 15:39:14 GMT  
Ian Harvey (iharvey): Approved for ART Committee Chair
2. Tue, 24 Sep 2019 16:40:12 GMT  
Carolyn Gibbs (carolyng): Approved for ART Chair
3. Fri, 11 Oct 2019 17:36:32 GMT  
Robin Fisher (rfisher): Rollback to ART Chair for ALS College Committee Chair
4. Thu, 17 Oct 2019 18:50:23 GMT  
Carolyn Gibbs (carolyng): Approved for ART Chair
5. Fri, 18 Oct 2019 17:17:44 GMT  
Robin Fisher (rfisher): Approved for ALS College Committee Chair
6. Mon, 21 Oct 2019 18:59:57 GMT  
Melinda Wilson Ramey (mwilson): Approved for ALS Dean

Date Submitted: Mon, 23 Sep 2019 15:12:59 GMT

## Viewing: ART 5 : Art of the Americas

**Last edit: Thu, 17 Oct 2019 18:50:20 GMT**

Changes proposed by: Mya Dosch (223000232)

### Contact(s):

Name (First Last)	Email	Phone 999-999-9999
Mya Dosch	dosch@csus.edu	715-645-0296

### Catalog Title:

Art of the Americas

### Class Schedule Title:

Art of the Americas

### 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)**

5

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

102046

**Units:**

3

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

Spring 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:**

With the support of a College of Arts & Letters Curriculum Redesign Grant, art history faculty have recently redesigned our core lower-division courses. Previously ART 1A, 1B, and 1C were part of a three-semester survey on European art. However, the field of art history has shifted away from traditional Euro-centric frameworks to embrace other regions and narratives, and these courses have been revised to reflect that shift in the discourse. Now that the ART 1 sequence is a global survey of art, we are also developing supplemental lower-division courses that examine the art of specific regions of the world. In addition to two courses from the ART 1 sequence, art history students will be required to select two courses from the following: ART 3A (Traditional Asian Art), ART 3B (Modern and Contemporary Asian Art), ART 4 (European Visual Traditions), or ART 5 (Art of the Americas). This course, ART 5, will also help to better prepare art history students for upper-division coursework in Group 3 (Art of the Americas) and Group 4 (Modern/Contemporary Art) subject areas of the art history major.

This course is one option among the required courses in:

BA in Art History  
BA in Art (Art History)  
BA in Art (Art Education)  
BFA in Art  
BA in Design Studies  
BFA in Graphic Design  
BFA in Photography

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

An introduction to art and visual culture from across the Americas, from ancient civilizations to the present, with an emphasis on indigenous cultural production. Students will analyze and compare creative work from a variety of cultures and time periods, exploring themes such as "Expressing Identities," "Humans in the Natural World," "Death, the Afterlife, and Living on," and "Colonization and Resistance."

**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."**

1. Identify, describe and analyze the historical significance of key works of art of the Americas, considering form and content.
2. Explain how artworks are shaped by their historical contexts.
3. Gain hemispheric 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:**

ART5 Art of the Americas - 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. Textbook Revision Letter (ELOs 1-7)  
Professional letter critically analyzing a textbook and suggesting revisions to that textbook.
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?)**

No

**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:**

ART5 Art of the Americas - 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 sculpture, painting, earthworks, craft, and conceptual art.

### 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, sculpture, painting, and craft techniques in the Americas, 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 Americas. 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, analyzing and proposing changes to a textbook entry on material covered in the course.

### 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 is capped at 70 students, and the course usually fills), ART 5 has written assignments of limited number and length. Most typical are the essay and short-answer exams given in class two times during the semester. These exams may be supplemented with an independent written assignment, such as the textbook revision letter, requiring students to write to a art history textbook publishing company, suggesting a change to their text. Either 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 17:36:32 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: 343