

ART 1B: ART, EMPIRES, AND CROSS-CULTURAL EXCHANGE, 1400-1800

In Workflow

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Approval Path

1. Wed, 03 Oct 2018 20:42:29 GMT
Ian Harvey (iharvey): Rollback to Initiator
2. Tue, 24 Sep 2019 15:38:35 GMT
Ian Harvey (iharvey): Approved for ART Committee Chair
3. Tue, 24 Sep 2019 16:40:01 GMT
Carolyn Gibbs (carolyng): Approved for ART Chair
4. Fri, 11 Oct 2019 17:35:27 GMT
Robin Fisher (rfisher): Rollback to Initiator
5. Tue, 12 Nov 2019 18:37:23 GMT
Ian Harvey (iharvey): Approved for ART Committee Chair
6. Tue, 12 Nov 2019 21:19:36 GMT
Carolyn Gibbs (carolyng): Approved for ART Chair
7. Wed, 04 Dec 2019 20:06:51 GMT
Robin Fisher (rfisher): Approved for ALS College Committee Chair
8. Thu, 05 Dec 2019 01:08:58 GMT
Melinda Wilson Ramey (mwilson): Approved for ALS Dean

Date Submitted: Mon, 11 Nov 2019 06:19:51 GMT

Viewing: ART 1B : Art, Empires, and Cross-Cultural Exchange, 1400-1800

Last edit: Mon, 11 Nov 2019 06:19:50 GMT

Changes proposed by: Rachel Miller (219175308)

Contact(s):

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Catalog Title:

Art, Empires, and Cross-Cultural Exchange, 1400-1800

Class Schedule Title:

Art, Empires, and Exchanges

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)

1B

Course ID: (For administrative use only.)

102011

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:

ART1B 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 1B 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 the BA in Art (Art Education) and the minor in Art History. This course is one option among the required classes for the following degrees: BA in Art (Studio Art Methods), BFA in Studio Art, BA in Design Studies, the BFA in Graphic Design, the BFA in Photography, and the BA in Art History.

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

An introduction to art and visual culture created from 1400 to 1800 across the globe, including Africa, Asia, the Americas, and Europe. Emphasis will be placed on the role of cross-cultural exchange in the visual and material culture of the early modern world. Students will analyze and compare art from a variety of cultures, exploring themes such as "War/Conquest," "Art, Religion, Reform, and Conversion," "The Art of Empire: Rise and Fall," and "Revolution! Upheaving Social Order in the Atlantic World."

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 art from 1400 to 1800 globally, 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 the strengths and weaknesses of art historical arguments, and argue persuasively for their own point of view
5. Find, evaluate, 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:

Art 1B readings and activities.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.

In-Class Assignments: Each week of this course will focus on a different skill (see schedule below). There will be frequent in-class activities designed to help students master these skills.

ELOs: 1, 2, 3, 4

Homework: Weekly homework will also reinforced the mastery of the weekly skills.

ELOs: 1, 2, 3, 4, 5, 6, 7

Quizzes: The quizzes will test students on their ability to identify works of art and to use key vocabulary.

ELOs: 1

Exams: There will be two exams in this course. Each will consist of short essays and one long essay.

ELOs: 1, 2, 3, 4, 6

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:

Art 1B 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 will be able to:

1. Identify, analyze and explain the historical significance of key works of art from 1400 to 1800 globally, 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 the 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:

All instructors' syllabi will be reviewed by the Art Department chair before each semester to ensure GE objectives and writing requirements are being met.

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

Course syllabi are reviewed by the Department Chair at the beginning of each semester.

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?

ART 1B writing requirements are described in the syllabus. There are two essay exams, as well as weekly homework, which gives the instructor the opportunity to evaluate student writing and how well they are meeting the learning objectives. The instructor can catch points of confusion. The Department Chair reviews syllabi and is responsible for ensuring that instructors comply with this criteria.

General criteria:

Indicate how the course is introductory and has no prerequisites.

The course assumes no prior knowledge of art and art history. Students are taught fundamental concepts and basic visual art vocabulary in the class. The skills taught in this class are related to the visual analysis of art works, basic research skills, iconographic analysis, writing a thesis statement, writing a comparison/contrast essay, using primary sources, etc.

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

The historical period covered by the course is very broad, from ca. 1400-1800. With this course redesign, the course will now cover the entire globe, instead of just Europe. The course 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.

In lecture and textbook readings, students learn how visual art was produced around the world from 1400 to 1800.. They learn how artists were trained, how works of art were commissioned, how systems of patronage and art markets functioned, etc. They are also asked to think critically by analyzing works of art within the appropriate historical, cultural, and religious contexts. Students are able to practice this skill in in-class assignments and discussions, as well as in homework. These skills are then assessed on the midterm and final exam; the essay questions on this exam all involve synthesizing information about a work of art's visual qualities (including medium), subject matter, and historical context to write about the work's historical meaning.

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

The weekly homework assignments consist of readings from Open Educational Resources and activities posted to Canvas related to weekly skills. This knowledge is again assessed on the midterm and final. Students will use their knowledge in these areas to answer essay questions that involve synthesizing information about a work of art's visual qualities, subject matter, and historical context to write about the work's historical meaning.

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

Lectures, homework, readings, and in-class assignments allow students to learn about all of these aspects of art in the early modern period (ca. 1400-1800). The course includes all of the visual forms common in this time period (painting, sculpture in various media, architecture, ceramics, the decorative arts, etc). The course will cover a wider variety of genres (religious works, works of political propaganda, landscape, still life, genre scenes, portraiture, etc). The class covers works from all over the globe. The instructor assesses homework, exams, quizzes, and in-class assignments to check for understanding of this knowledge.

Be able to develop and defend informed judgments about creative work

Structured in-class activities and discussions are the primary means through which students are assessed on this skill.

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.]

Homework assignments, in-class writing exercises, and in-class essay exams will allow students to be evaluated on their writing and understanding of course concepts.

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:

Ian Harvey (iharvey) (Wed, 03 Oct 2018 20:42:29 GMT):Rollback: As per my e-mail

Robin Fisher (rfisher) (Fri, 11 Oct 2019 17:35:27 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: 312