

# ART 172: AFRICAN AMERICAN ART AND VISUAL CULTURE

## In Workflow

1. ART Committee Chair (iharvey@csus.edu)
2. ART Chair (rclarke@csus.edu)
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## Approval Path

1. Sun, 17 Oct 2021 16:28:48 GMT  
Ian Harvey (iharvey): Rollback to Initiator
2. Mon, 15 Nov 2021 19:17:07 GMT  
Ian Harvey (iharvey): Approved for ART Committee Chair
3. Fri, 04 Mar 2022 15:48:00 GMT  
Carolyn Gibbs (carolyng): Approved for ART Chair
4. Fri, 18 Mar 2022 16:18:10 GMT  
Alyson Buckman (abuckman): Rollback to Initiator
5. Wed, 26 Oct 2022 15:10:45 GMT  
Ian Harvey (iharvey): Approved for ART Committee Chair
6. Wed, 26 Oct 2022 17:30:49 GMT  
Rachel Clarke (rclarke): Approved for ART Chair
7. Wed, 16 Nov 2022 19:44:55 GMT  
Jacqueline Irwin (irwin): Approved for ALS College Committee Chair
8. Fri, 18 Nov 2022 16:51:36 GMT  
Melinda Wilson Ramey (mwilson): Approved for ALS Dean

Date Submitted: Wed, 26 Oct 2022 04:21:34 GMT

### Viewing: ART 172 : African American Art and Visual Culture

Last edit: Wed, 26 Oct 2022 04:21:33 GMT

Changes proposed by: Veronica Hicks (223005445)

#### Contact(s):

Name (First Last)	Email	Phone 999-999-9999
Veronica Hicks	v.hicks@csus.edu	916-278-4404

#### Catalog Title:

African American Art and Visual Culture

#### Class Schedule Title:

Af Am Art and Vis Culture

#### 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 2023 (2023/2024 Catalog)

**Subject Area: (prefix)**

ART - Art

**Catalog Number: (course number)**

172

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

102897

**Units:**

3

**Is the only purpose of this change to update the term typically offered or the enforcement of existing prerequisites at registration?**

No

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

Spring term only - even years

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

Yes, final exam requires a room

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

Yes

**Justification for course proposal:**

This course change is for GE approval in Area C and Race and Ethnicity.

The Art Department is creating more inclusive coursework and redesigning courses that do not already fulfill race and ethnicity requirements.

Within the Art Department, the redesign of this course will allow students to survey African American art and visual culture in more depth and breadth than allowed by current course offerings.

Within the College of Arts and Letters, the redesigned course aligns with THEA 170. African American Theatre and Culture as part of a broad spectrum of African American-focused courses offered by the College's general education area requirements.

The course will now meet the Art History Program Learning Outcomes:

PLO 3. Connect art historical concepts to one's own life and contemporary social issues.

PLO 4. Articulate a complex understanding of difference by examining artists and artworks from cultural backgrounds different than one's own.

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

Survey of African American art and visual culture as a reflection of African American history and culture from slavery to today. This review of historical artistic contributions of Africans, African Americans, and people of the Black diaspora will focus on a range of visual arts, specifically studying Black art movements, from slavery to the 1960s through the present, examining cultural, sociological, and political climates in which these artworks were created.

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

No

**Fee Course?**

No

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

No

**Is this course designated as Curricular Community Engaged Learning?**

No

**Does this course require safety training?**

No

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

No

**Course Note: (Note must be a single sentence; do not include field trip or fee course notations.)**

N/A

**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#02 - Lecture/Discussion (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 and Assessment Strategies:**

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	Expected Learning Outcome	Assessment Strategies
1	1)Trace the development, influence, and contributions of African arts and culture to the United States in historical contexts to cultural memory.	Student will partake in a summative assessment examination exercise.
2	2)Summarize the aspects of African American arts and visual culture by drawing on societal connections to cultural memory.	Student will partake in a summative assessment examination exercise.
3	3)Compare and contrast African American artworks to argue persuasively from their own point of view.	Student will use oral communication skills to perform a presentation.
4	4)Critique the way African American artists have used art and visual culture to make statements about culture, role, and status using art elements and design principles.	Student will complete a formative assessment examination exercise.
5	5)Synthesize course content a thesis-driven essay, using visual material and historical context as evidence.	Student will write a compelling research essay.
6	6)Assess the ways in which African American art and visual culture contribute to the articulation of Black diasporic histories and heritages.	Student will complete a formative assessment examination exercise.

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

List of the required recommended course readings and activities for ART 172.pdf

**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?**

No

**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  
Race and Ethnicity in American Society (Note: Pertains to GE Areas C1, C2, and D only)

**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.

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

African American Art and Visual Culture spring 2024.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?**

No

## **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?**

One section of this course will be offered Spring term only on odd numbered years. The course will be only be taught by Professor Veronica Hicks, a full-time art education faculty member, who is aware of the criteria for a GE course in Area C1. Furthermore, the Art Department requires that all syllabi be submitted to the department chair before the beginning of this semester. At that point, the department will also check the syllabus for GE compliance.

## General criteria:

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

There are no prerequisites for the course. In the first few sessions of the semester, basic tools of art historical analysis will be introduced. The content assumes no prior knowledge of art or art history.

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

The course covers a wide variety of Black art from the United States, introducing students to Early African American painters, Harlem Renaissance visual artists, Black Power/Black Arts Movement, Black women artists in the Harlem Renaissance and postmodern era, and post-Blackness into the millennium. It addresses major themes in the history of African American 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 demonstrate that they are acquiring critical thinking skills by analyzing African American artworks and visual culture in their historical context. Students will use the four steps of art critique - Describe, Analysis, Interpretation, Evaluation while participating in class discussions, while writing essays, and responding to reading assignments. Instructor will assess this learning through the written portion of Exam 1, Exam 2, and the Final Paper. As part of the Final Paper, students will present their understanding and critique of African American arts and visual culture through their own original analysis.

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

Students will demonstrate that they are acquiring knowledge of visual art and the historical/cultural contexts in which it was created through the regular reading response assignments. After reading essays about the connections between African American art and visual culture and their social-political influences, students will write reflections on those relationships. During in-class discussions, in-class activities, and the Daily Discussion assignments will require students to explain the connections between their own viewpoints of the African American experience in the arts.

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

Classroom lectures, readings, and discussions will introduce students to the major themes of African American art and visual culture. Black art from the United States will be traced from its origins of West Africa to early African American painters, then onward to the Harlem Renaissance and Black Arts Movement into the millennium. Exams will require students to compare works from several different Black artists in different movements of Black art.

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

During in-class discussions, students will develop their own interpretations of the works by African American artists and present them to their peers. They will also present their own judgement of an artwork as part of their Daily Discussion and Final Paper presentation.

## 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.]

This course requires students to write four reading responses as part of quizzes, each 500-750 words in length, plus a 750-1000-word formal Final Paper.

Quizzes: There will be four quizzes throughout the semester. These quizzes will test you on your ability to identify works of art, using key vocabulary, and your understanding of the readings. Lists of key terms and key images with all pertinent information will be provided on Canvas. Each quiz requires a reading response, 500-750 words in length (20% of final grade).

In-Class Activities: Critically analyze the reading assignments for your assigned date (articles or book chapters). Focus on the substance and meaning of the reading assignments. Identify ideas or concepts of interest. Critically examine the idea or concept you selected. Present your personal assessments of the concepts. Evaluated based on student's ability to identify the argument and evidence in an assigned reading and their ability to respond critically to that argument (10% of final grade).

Final Paper Proposal: Proposal will be evaluated based on the connections drawn between African American art and visual culture of the student's choice within the themes discussed in class. Instructor will also assess grammar and mechanics of proposal. The proposal is the first stage of the Final Paper presentation. Students will revise proposal upon receiving feedback (5% of final grade).

Final Paper: Essay portion of the Final paper will be evaluated based on student's ability to write a thesis statement and use visual information as evidence. They will write an essay critiquing an African American artwork or artist, specifically highlighting the social, political and cultural aspects of the art/artist (15% of final grade).

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

## **General Education Details - Race and Ethnicity in American Society**

Note: Course must be approved for categories in Area C or D before it can be considered for Race and Ethnicity.

**In addition to meeting criteria for an Area C or D category, course proposals must meet additional criteria. Indicate in a written statement how the course meets the following criteria for "Race and Ethnicity". Relate the statement to the course syllabus and outline. Be as succinct as possible.**

**Examines significant aspects of the culture, contribution and social experience of underrepresented ethnic/racial minority groups in the U.S. including but not limited to: Asian Americans; Black Americans; Mexican Americans and Native Americans.**

This course recognizes African American contributions (individuals, organizations, artist collectives) who exemplify strong Black values in their actions and behaviors, especially those who act beyond the confines of their position to illuminate African American cultural and artistic visibility and ingenuity in the field of art and visual culture.

**Focuses on more than one of the above groups, or course focuses on one group provided that it compares and contrasts experiences of the group with another group. Courses which focus on a single ethnic group and compares its sub groups are not acceptable.**

The course focuses on African American artists, art, and visual culture, while comparing and contrasting experiences with other groups, such as Mexican Americans and Native Americans. In units three and five, Mexican American artist Elizabeth Catlett's and Native American artist Edmonia Lewis' life and careers are discussed as they hold intersectional views of women artists of color from a political and social perspective.

**Includes an analysis of concepts of ethnicity, ethnocentrism and racism and how these explain and shape the ethnic experience in the United States.**

This course takes the statement "Black Lives Matter" head-on, focusing a portion of each unit of study to address ways racial stress and bias matters in the field of visual arts. Building a common understanding of the impact of racism in the United States, and specifically how African American artist's racial status affects representation and notoriety, is imperative to understanding the perspectives of Black artists.

**Includes an examination of such factors as race, class, gender, age, sexual preference, and how these shape the ethnic experience in the United States. (Secondary Criteria)**

Intersectional perspectives on African American art and visual culture will be explored, specifically Black women artists of the Harlem Renaissance in unit four and Black women artists during postmodernism movement in unit five.

**Explores the role culture plays in shaping and sustaining ethnic groups. (Secondary Criteria)**

The language of the course name has been redesigned to include "culture" for the specific role that visual culture has within the Black experience in the United States. This subtle but intentional change in the course name is also an inclusion of studying objects of visual culture by African American communities, such as products, advertisements, and media. This is seen in the last unit of study in the course.

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

Detailed Outline of Weekly Topics for ART 172\_1.pdf

**Reviewer Comments:**

**Ian Harvey (iharvey) (Sun, 17 Oct 2021 16:28:48 GMT):** Rollback: Hi Veronica. We usually complete our department level discussions before submitting a proposal to Workflow. I will alert the curriculum committee of your proposal and ask them to take a look at it as soon as possible. Ian

**Emily Potts (emily.potts) (Wed, 16 Mar 2022 18:49:29 GMT):** Dear Dr. Hicks, The committee recommends the following changes to your proposal to facilitate approval: Please change the effective catalog year to F2023. The justification could use some clarity and simplification. Be sure to clearly state that this course change is for GE approval in Area C and Race and Ethnicity. This course will be approved for the long term. There is no need to mention initiatives by the university for this year only. State broadly that you are creating more inclusive coursework and courses that do not already exist. Strike prereqs in the syllabus. This is not a writing intensive course. Revise ELO's- Double verb on #4- Critique and analyze. Drop weaker verb: analyze , #5- grammar check, #3- list the verbs separately- or simplify. Match syllabus and assessments with any changes. Strike or integrate "additional ELO's" in syllabus. There should be one set of course ELO's as well as the GE ELO's. Include the modality of the course on the syllabus- online, in person etc. Please include the approved language per the new University Syllabus Policy which covers Student Health, Cares, SSWD and others.

Include both the links and text. Follow the university syllabus policy: <https://www.csus.edu/umannual/acadaff/aca-170.htm> I will also email you a link to our template syllabus and A&L syllabus resources. Best, Emily

**Emily Potts (emily.potts) (Wed, 16 Mar 2022 18:51:20 GMT):** Dear Dr. Hicks, One more comment: Consider consultation with Theater and Ethnic Studies should this course have any overlap with their course offerings. Consultation is simply an email alerting those departments of your course change and intention to make it a GE offering. Best, Emily Potts

**Alyson Buckman (abuckman) (Fri, 18 Mar 2022 16:18:10 GMT):** Rollback: Dear Veronica, Please see suggestions for revision from Emily. Once your proposal has been revised as per Emily's recommendations, please resubmit and send me an email so I know that your proposal is ready to move forward. Thank you, Alyson, ALS Curriculum Chair

Key: 4729