

# ART 118C: PUBLIC ART IN THE AMERICAS

## In Workflow

1. ART Committee Chair (rachel.miller@csus.edu)
2. ART Chair (rclarke@csus.edu)
3. ALS College Committee Chair (pj.carlino@csus.edu; irwin@csus.edu; j.gallegos@csus.edu)
4. ALS Dean (mwilson@csus.edu)
5. Academic Services (catalog@csus.edu)
6. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
7. GE Crs Rev Subcommittee Chair (perry@csus.edu)
8. Dean of Undergraduate (gardner@csus.edu)
9. Dean of Graduate (cnewsome@skymail.csus.edu)
10. Catalog Editor (catalog@csus.edu)
11. Registrar's Office (k.mcfarland@csus.edu)
12. PeopleSoft (PeopleSoft@csus.edu)

## Approval Path

1. Mon, 10 Mar 2025 20:39:49 GMT  
Rachel Miller (rachel.miller): Approved for ART Committee Chair
2. Tue, 11 Mar 2025 19:29:48 GMT  
Rachel Clarke (rclarke): Approved for ART Chair
3. Wed, 19 Mar 2025 20:16:53 GMT  
Jacqueline Irwin (irwin): Approved for ALS College Committee Chair
4. Wed, 19 Mar 2025 21:31:12 GMT  
Melinda Wilson Ramey (mwilson): Approved for ALS Dean

## History

1. Apr 9, 2019 by Mya Dosch (dosch)
2. Jun 7, 2022 by 301127606
3. Feb 25, 2025 by Janett Torset (torsetj)

Date Submitted: Mon, 10 Mar 2025 19:10:39 GMT

**Viewing: ART 118C : Public Art in the Americas**

**Last approved: Tue, 25 Feb 2025 15:02:11 GMT**

**Last edit: Mon, 10 Mar 2025 19:10:38 GMT**

Changes proposed by: Mya Dosch (223000232)

**Contact(s):**

Name (First Last)	Email	Phone 999-999-9999
Mya Dosch	dosch@csus.edu	916 278-6166

**Catalog Title:**

Public Art in the Americas

**Class Schedule Title:**

Public Art in 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 2026 (2026/2027 Catalog)

**Subject Area: (prefix)**

ART - Art

**Catalog Number: (course number)**

118C

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

203044

**Units:**

3

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

No

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

Fall 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:**

The Art History program is revising all of our upper-division art history courses in order to better align course ELOs with the program's learning outcomes, make our prerequisites more flexible and accurate, and balance the number of GE courses in the various areas of the program.

For ART 118C, specifically, the following changes are requested:

- Accurately displaying how often the course is offered: This course is only offered during the fall term of even years, not odd years.

- Changing the pre-requisite: We are requesting a change to the pre-requisites so that they are in alignment with our other upper-division GE courses.

- Adding Race & Ethnicity Designation: While already a GE area C course, this course also meets the Race and Ethnicity (RE) requirement learning objectives, but is not currently listed as RE. Adding it to the RE curriculum will give art students a second RE course for their studies. Currently, the only RE course is offered in the spring, whereas this course is offered in the fall. Therefore, adding this course to RE offers art students additional pathways to graduation.

- Changing course description: We'd like to provide more information in all of our upper-division courses to give students a more detailed idea of what the course will cover. The curriculum itself is not changing; the new course description is just more reflective of what is being taught.

- Edited ELOs - When Art History was elevated to its own BA, we wrote new Program Learning Outcomes. We revised our lower-division course ELOs to be in alignment with these new PLOs, so we are now aligning upper-division courses as well. Again, the curriculum is not changing, but we are doing a better job of writing ELOs that accurately reflect the curriculum.

**Course Description: (Not to exceed 90 words and language should conform to catalog copy.)**

Explores the major issues in the history of public art in the Americas, including monuments, memorials, murals, graffiti, and new media art, with a focus on race and public space. Particular attention will be given to public art in Sacramento. Field Trip.

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

Yes

**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

**Does this course have prerequisites?**

Yes

**Prerequisite:**

Any lower-division art history class (ART 1A, 1B, 1C, 2, 3A, 3B, 4, 5, 7)

**Prerequisites Enforced at Registration?**

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=1WTU 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	Critically write about and discuss sculpture, architecture, muralism, and ephemeral artist interventions.	In-class writings Group discussions Reading homework Catalog project Final Exam
2	Weigh multiple interpretations of history and art and support arguments with historical and visual evidence.	In-class writings Group discussions Reading homework Catalog project Final Exam

3	Analyze both the effects of structural racism on public space and public art in the United States, and the contributions made by various artists of color to U.S. public art and public life.	In-class writings Group discussions Reading homework Catalog project Final Exam
4	Compare the memorials and interventions that we discuss in the classroom and the local examples we see in the field.	In-class writings Group discussions Catalog project Final Exam
5	Develop an original Public Art catalog project essay, drawing on historical research and visual evidence.	Catalog project
6	Draw personal connections to the course content and to histories of race and space in Sacramento.	In-class writings Group discussions Reading Homework reflections Final Exam

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

F26 ART118C Public Art in the Americas Syllabus.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?**

Yes

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

History

**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  
 Intellectual and practical skills  
 Personal and social responsibility

**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?**

3A. Arts  
 Race and Ethnicity in American Society (Pertains to GE Areas 3A, 3B, and 4 only)

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

Read, write, and understand relatively complex and sophisticated English prose.  
 Construct a non-fallacious verbal argument, recognize fallacious arguments, and follow the verbal arguments of others.  
 Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.

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:**

F26 ART118C Public Art in 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?**

No

**General Education - 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.**

The course considers the myriad artistic expressions of Black Americans, Indigenous People, Latinos, and Asian Americans and their strategic claims to public space, from the 19th century to the present.

**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 considers the artistic production and visual representation of Asian Americans, Black Americans, Indigenous People, and Latinos, and students will compare the experiences and depictions of these groups. For example, we will compare the Black community mural movement in Chicago in 1960s to Chicano muralism in Sacramento in the 1970s.

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

The course explores the intersections of race and power in public space. Students will analyze racist practices such as redlining, urban redevelopment, gentrification, and Confederate monument installation, underscoring how race shapes experience of public space.

**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)**

Students will complete readings and discussions about the ways in which the racial identities of various artists intersected with the class, gender, age and sexuality of these artists. For example, we will discuss intersectionality in the work of Chicana feminist muralists.

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

Throughout the class, students will discuss and analyze the many ways in which the visual arts have served as a tool for pride, survival, and resistance in public space by Asian Americans, Black Americans, Indigenous People, and Latinos.

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

Consultation with History on RE change.pdf  
ART 118C - Learning Outcomes Map.pdf

Key: 13670