

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

• AREA C1: Arts

See GE Handbook for information on each section of this form

ABSTRACT

Course Abbreviation and Number: VSAR 120	Course Title: Introduction to the Visual Arts	
Number of Units: <u> 3 </u>		
College or Program: <input checked="" type="checkbox"/> CHABSS <input type="checkbox"/> CSM <input type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other _____	Desired term of implementation: <input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer Year: 2014	Mode of Delivery: <input checked="" type="checkbox"/> face to face <input type="checkbox"/> hybrid <input type="checkbox"/> fully on-line
Course Proposer (please print): Judit Hersko	Email: jhersko@csusm.edu	Submission Date: 1/6/14

1. Course Catalog Description:

Introduction to the language of the visual arts through a comparative study of various artistic styles, cultures and ways of seeing. Emphasis on sculpture, painting, installation art, photography, architecture, film and multimedia, and their cultural contexts. Explores art from across the globe, including Europe, Asia, Africa and the Americas. Through various participatory visual and written exercises in class and visits to art sites, students will learn the fundamentals of the visual arts and how the arts relate to their lives.

2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following:

<input checked="" type="checkbox"/>	Course description, course title and course number
<input checked="" type="checkbox"/>	Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
<input checked="" type="checkbox"/>	Topics or subjects covered in the course
<input checked="" type="checkbox"/>	Registration conditions
<input checked="" type="checkbox"/>	Specifics relating to how assignments meet the writing requirement
<input checked="" type="checkbox"/>	Tentative course schedule including readings
<input checked="" type="checkbox"/>	Grading components including relative weight of assignments

SIGNATURES

_____ Course Proposer	_____ Date	_____ Department Chair	_____ date		
<i>Please note that the department will be required to report assessment data to the GEC annually.</i>					
			<i>DC Initial</i>		
		Support Do not support*	Support Do not support*		
		<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>		
_____ Library Faculty	_____ Date	_____ Impacted Discipline Chair	_____ Date		
		Support Do not Support*	Approve Do not Approve		
		<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>		
_____ Impacted Discipline Chair	_____ Date	_____ GEC Chair	_____ Date		

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*** If the proposal is not supported, a memo describing the nature of the objection must be provided.**

Course Coordinator: Judit Hersko Phone 4639 Email: jhersko@csusm.edu

Part A: C1 Arts General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]

Arts GELOs this course will address:	Course content that addresses each GELO.	How will these GELOs be assessed?
<p>C1.1 Students will describe the ways in which art informs us of issues of diversity (such as race, class and gender) in a global, national or local context.</p>	<p>The textbook, lectures and class discussions/group work cover historical and contemporary art movements and artists whose work focus on issues of diversity. For example we cover the Harlem Renaissance, development of feminist art, multiculturalism in art, Chicana/o Art (including Chicano Park, Great Wall of LA), artists such as James Luna addressing Native American as well as Chicano identity, Frida Kahlo addressing Mexican cultural heritage as well as feminist issues, mural art in Mexico (early 20th century including the work of Diego Rivera). We analyze pieces such as “Migrant Mother” by Dorothea Lange discussing the social context in which this image was created as well as the visual qualities that make this an iconic image.</p>	<p>Exams, in-class and homework assignments where student analyze specific works of art, and final paper. – example: When analyzing a specific work of art, students should demonstrate their understanding of the social and historical context– for example analyzing the “Two Fridas” by Frida Kahlo students should be able to discuss the tensions between identities (indigenous and European) expressed by the artist through the subject matter as well as through compositional elements. In her piece “What the water gave me” they should be able to discuss how the point of view (seeing through the eyes of the female subject rather than looking at the female subject) contrasts the western tradition of the male gaze in art.</p>
<p>C1.2: Students will apply theoretical and/or critical perspective to the study of art past and present.</p>	<p>Throughout the semester students practice analyzing works of art during class time. The approach is integrative focusing on how the visual qualities combine with content and context to create the meaning of the work. For example the Migrant Mother is very carefully composed – student learn how the photographer manipulated (posed) the image so that the composition communicates a given message and elicits a given response visually and therefore emotionally</p>	<p>Exams, field trip discussions and reports, class group work and discussion, final paper. Example: Students should be able to discuss critical perspectives on art history (ex. feminist critique). When analyzing Ana Mendieta’s Glass on Body series (1972) they should be able to make the connection to the history of the female nude in western art (ex. Botticelli’s Venus) and how Mendieta is subverting the male gaze by distorting the objectified, passive female body depicted in traditional western painting and sculpture. They should also demonstrate their understanding of how Mendieta is inspired by predecessors such as Frida Kahlo.</p>

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<p>C1.3: Students will recognize and explain various artistic styles from diverse cultures and peoples.</p>	<p>The first part of the course introduces the visual elements and design principles. Images used for this segment are carefully selected to include work from diverse time periods and cultures including Greek Vases and temples, Japanese prints, Chinese Scrolls, Egyptian statues, Aztec murals, and African masks, textiles and sculptures. The second half of the course is about context and discusses art history as well as themes in art.</p>	<p>Exams, pop-up quizzes, field trip discussions and reports, analytical class assignments and group work and final paper. In quizzes and exams students should be able to identify styles with eras and cultures. They should be able to pair an image with its period and culture of origin. When analyzing a work they should also be able to discuss how style is related to context. As for example the German 13th century Pieta has disturbing proportions and broken form to express human suffering on earth while Michelangelo's Renaissance Pieta is balanced, with idealized form and proportion to express human potential for prosperity on earth.</p>
<p>C1.4: Students will use appropriate vocabulary to describe and analyze works of artistic expression within the historical context in which the work was created.</p>	<p>The first half of the class is entirely focused on acquiring and using subject appropriate vocabulary introduced by textbook and lecture. Student study 8 visual elements (line, shape, mass, space, texture, color, light/dark, time/motion) as well as 7 design principles (unity/variety, balance, emphasis/subordination, directional forces, rhythm, scale/proportion). They analyze works of art from diverse eras and cultures using these principles. For example they study how Japanese prints use flattened shapes and compositional techniques very differently from the western tradition and how these prints influenced postimpressionist artists and modern western art. They study how a pre-renaissance German pieta uses, shape as well as proportion differently from Michelangelo's pieta and how these formal elements express fundamental differences in world-view.</p>	<p>Exams, field trip discussions and reports, class group work, final paper:</p> <p>In exams students should be able to pair vocabulary terms with appropriate objects as well as write definitions of terms. For example: Pieta – the meaning of the word is sorrow - in art it describes mostly sculptural work depicting the Virgin Mary holding the dead body of Jesus.</p> <p>When discussing or analyzing a work of art in discussions, fieldtrip responses or papers students recall and use vocabulary appropriate to the work and the cultural/historical context.</p>
<p>C1.5: Articulate various theoretical principles in their analysis of works in the arts and humanities. [Methods courses]</p>	<p>N/A</p>	
<p>C1.6: Use relevant research methods to analyze and interpret works in the arts and humanities. [Methods courses]</p>	<p>N/A</p>	
<p>C1.7: Students will create works of art that demonstrate facility with the key techniques of the art form in question. These courses will be taught face-to-face, rather than online. [Creative Activity Courses]</p>	<p>N/A</p>	

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Part B: General Education Learning Outcomes required of all GE courses related to course content:

GE Outcomes required of all Courses	Course content that addresses each GE outcome?	How will these GELOs be assessed?
Students will communicate effectively in writing to various audiences. (writing)	Introduction to analytical art language focusing on visual elements and design principles. Students practice using these terms effectively in homework assignments where they analyze specific works of art. They also practice writing in fieldtrip/event reports and in their final paper. If they elect to create a final book (art project) they have to write about each image using the terms studied in class.	Homework assignments and papers are assessed for clarity of ideas and writing as well as appropriate use of terms. In addition long answer questions on exams are also assessed for effective written communication (grammatically correct sentences, accurate information, clearly articulated ideas/meaning, appropriate use of terms).
Students will think critically and analytically about an issue, idea or problem. (critical thinking)	Lectures, discussions, in class and homework assignments, fieldtrips, art project and papers require analytical thinking. Students discuss particular artworks analyzing how the visual qualities combine with content and context to create the meaning of the work. They also analyze how art reflects its place and time and how it mirrors these.	Exams, homework assignments, final paper or final project. Beyond recalling and understanding terms students demonstrate understanding of connections. Long answer exam questions, homework assignments and papers are assessed for ability to demonstrate understanding of how an artwork reflects ideas and social/historical context. What does the neoclassical painting "Oath of the Horatii" by Jacques-Louis David communicate to the viewers in 1784? What is the role of the neoclassical style (that includes both the mode of painting and the subject matter) in communicating his message?
Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly encouraged to collaborate with their library faculty.)	Introductory lecture to the final assignment as well as instructions in the assignment itself that explain how to conduct appropriate research.	In their final paper students have to conduct research about the historical context of their chosen work of art. How does it relate to or differ from other work created in the same era?

Part C: GE Programmatic Goals: The GE program aligns with CSUSM specific and LEAP Goals. All C1 courses must meet at least one of the LEAP Goals.

GE Programmatic Goals	Course addresses this LEAP Goal:
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes

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LEAP 4: Integrative Learning	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
CSUSM Specific Programmatic Goals	Course content that addresses the following CSUSM goals. Please explain, if applicable.
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): <i>Lectures cover historical and current art movements that address issues such as gender, race, class, etc. When relevant students write about these issues in their field trip reports and final papers.</i>
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): <i>Art and culture are embedded in local and global contexts and mirror these. The course stresses interrelatedness especially as it applies to art and culture in the global present.</i>

Part D: Course requirements to be met by the instructor.

Course Requirements:	How will this requirement be met by the instructor?
Course meets the All-University Writing requirement: A minimum of 2500 words of writing shall be required in 3+ unit courses,	Students attend two fieldtrips and write a report for each. In addition students receive homework where they apply concepts studied in class by writing about an artwork or a designed object. At the end of the semester students have a choice to create a final art project or to write a final paper. Those who write papers exceed the writing requirement in this class. Those who create the art project have to write about all 20 images included.
Assessment of student learning will take a multitude of forms, including writing assignments, exams, discussion, and creative projects and performances.	VSAR 120 has a midterm and a final exam as well as pop quizzes throughout the semester. In addition students write exhibition reports and receive homework where they apply concepts studied in class by writing about an artwork or a designed object. At the end of the semester students have a choice to create a final project or to write a final paper. Throughout the semester lectures have interactive segments that include group work, discussion and drawing. Students sign and turn in this work for credit.

California State University, San Marcos

VSAR 120-01

SYLLABUS VSAR 120:

Cougar Courses: you will be able to access this course and find the syllabus as well as all assignments on CC. **You will not receive paper handouts but will need to download assignments from CC.** In addition, you will use the Web Site to receive announcements and messages and to communicate with me so please check in on a regular basis. If you have questions about content please contact me but if you have technical difficulties with CC please contact the student helpdesk at Kellogg Library Room 2013, 760.750.6505, sth@csusm.edu (<http://www.csusm.edu/iits/ids/>)

COURSE DESCRIPTION

Throughout history art has served as a tool for survival and as nourishment for the soul. It is a uniquely human endeavor that can help us gain insight into our own experiences as well as those of others. Art reflects the time and place in which it was created and it intersects with other areas of human knowledge and spheres of activity. In this course you will be actively involved in the viewing and analysis of works of art. You will explore the historical contexts that gave rise to some of the themes, ideas and styles that make up the traditions of the visual arts as well as the practice of contemporary artists through slide lectures, assigned reading, museum visits, class discussions, occasional videos and hands-on projects.

General Education Learning Outcomes:

1. C1.1 Students will describe the ways in which art informs us of issues of diversity (such as race, class and gender) in a global, national or local context.
2. C1.2: Students will apply theoretical and/or critical perspective to the study of art past and present.
3. C1.3: Students will recognize and explain various artistic styles from diverse cultures and peoples.
4. C1.4: Students will use appropriate vocabulary to describe and analyze works of artistic expression within the historical context in which the work was created.

Course Student Learning Outcomes:

Upon completion of this course you will be able to:

1. Recall and use the vocabulary of visual arts (visual elements and design principles) to analyze the style and content of art from any period or culture
2. Discuss how art reflects its historical and cultural context and mirrors human experience
3. Give examples of connections between art and other spheres of human knowledge and endeavors such as science, philosophy, economics, etc.
4. Articulate the link between content and form in art
5. Create your own art project

Writing Requirement:

This course fulfills the All-University writing requirement (minimum of 2500 words) through homework assignments, fieldtrip reports and the final project.

METHOD OF INSTRUCTION

Classes will consist of lectures with supporting art images, videos and class discussions. Lectures will be based on the textbook but will include additional materials.

TEXTBOOK

The required text for this course is *Preble's Artforms*, 11th edition by Patrick Frank; published by Pearson. Readings will be due before the relevant lecture as indicated by the semester timeline.

POP QUIZZES: These are short, surprise quizzes on the reading that will occur randomly throughout the semester. Please make sure to read the appropriate chapters before each class.

EXAMS: There will be two exams covering readings, lectures, videos, and fieldtrips. **THERE WILL BE NO MAKE-UP EXAMS SCHEDULED.**

HANDS-ON PROJECTS: one-two art projects exploring concepts covered in class

Final Project:

You can select to write a paper or to create an art project for your final project. You will receive handouts and preparation for both options.

PAPER: This is descriptive analysis of a work of art chosen from one of the fieldtrip exhibits (the paper is about direct observation and cannot be based on reproductions). You will use the terms and concepts that you have studied throughout the semester. There will be thorough preparation and review before the paper is due.

CREATIVE ART PROJECT: Design with a lens is a project where you design a small book with photographs that **you take specifically for this assignment** demonstrating specific design components with written analysis. You will use the terms and concepts that you have studied throughout the semester. There will be thorough preparation and review before the deadline.

GROUP WORK AND IN CLASS DISCUSSIONS: The groups will get small assignments such as preparing discussion questions based on the reading and completing assignments during field trips. All students will be expected to participate in discussions.

IN ADDITION TO LECTURES, READINGS, QUIZZES, EXAMS AND PAPER YOU WILL COMPLETE SOME OUTSIDE ASSIGNMENTS THAT WILL EXPOSE YOU TO ART VIEWING AND ART MAKING.

FIELD TRIPS: The class will include two field trips to exhibitions in San Diego. We will discuss the logistics and timing for the field trips. These trips will involve group work and discussions on the site. I ask you to attend the field trips with the group so please make arrangement now for the days indicated. If there is an emergency and you are not able to attend with the group you will have to attend by yourself and complete writing assignments on the fieldtrip by a given due date.

CLASSROOM AND ATTENDANCE REQUIREMENTS

Attendance attendance is essential to success in this class. There is material covered in class that is not in the textbook and will be tested on the examinations. Therefore not showing up for class will diminish your chance of passing this course. If you have perfect (or near perfect) attendance in class you receive extra credit.

Withdrawal: Students are responsible for withdrawing from the course before the third week drop deadline. If you have not dropped by then you will receive a letter grade at the end of the semester. The instructor will only drop students who have missed the first two class meetings.

Classroom behavior: Please sit in the center section of this room. If you arrive late sit in the back; do not disturb your fellow students or the instructor by walking in front of them. Chronic late arrival or early departure is unacceptable. It shows disrespect for fellow students, the instructor and yourself. Enrollment in college assumes maturity, seriousness of purpose and self-discipline. Disruptive behavior in the classroom will result in expulsion from the class. Disruptive behavior includes (but is not limited to): receiving pager, beeper or cell phone calls, leaving and returning for reasons other than an emergency, private conversations with classmates, repeated tardiness, sleeping, doing homework or any other extraneous activity in class. **(Please turn off all personal electronics).**

Academic Honesty: I expect that you are familiar with the rules of honest academic conduct. Plagiarism means copying the work of others without acknowledgment. This includes copying the work of other students. We will discuss this issue and everyone is expected to follow guidelines.

Special needs: Students with disabilities who may need accommodations in this class are encouraged to notify the instructor and contact Disabled Student Services (DSS) early in the semester so that reasonable accommodations may be implemented as soon as possible. Students may contact DSS in person in Craven Hall, Suite 5205 or by phone at 760-750-4905 or 760-750-4909 (TTY).

GRADES

Your grade will be based on:

Midterm Exam	(20%)
Final Project or Paper	(20%)
Final Exam	(20%)
Quizzes/	(15%)
Field-trips/Group work	(15%)
Hands-on projects	(10%)

SEMESTER SCHEDULE

Please note that this is an approximate schedule. You will be advised when there are changes and you may receive an updated schedule later in the semester!

Week 1

January 21

Introduction

January 23

Part 1 Chapter 1 - The Nature of Art and creativity –1-19

Week 2

January 28

The Nature of Art and Creativity

January 30

Part 1 Chapter 2 - The Purposes and Functions of Art –20-35 Maya Lin

Week 3

February 4

Part 1 Chapter 3 – The Visual Elements – 36-48

To Time and Motion

February 6

The Visual Elements - 48-66

Week 4

February 11

Part 2 Chapter 4 - The Principles of Design – 68-85

February 13

Part 2 Chapter 6 - Drawing- 96-113

Week 5

February 18

Part 2 Chapter 7 - Painting - 114-127

February 20

Part 2 Chapter 9 - Photography -144-157

Week 6

February 25

Part 2 Chapter 12 - Sculpture –188-205

February 27

Sculpture

FIELDTRIP 1:

DATE: Sunday, March 2

TIME: noon

**PLACE: Museum of Contemporary Art La Jolla, 700 Prospect St., La Jolla, CA 92037,
(858) 454-3541, <http://www.mcasd.org/index.php>**

Week 7

March 4

Part 2 Chapter 11 - Design Disciplines – 175-187

March 6

TBD

Week 8

March 11

Midterm review

March 13

Midterm Exam in ACD 102 (regular class time)
bring green scantron cards, pencil, eraser

Week 9

March 18

Final Project and Paper
summary **Chapter 21–Late Eighteenth and Nineteenth Cent.**

March 20

Chapter 22 Early Twentieth Century – 392-400

Week 10

March 25 **Chapter 22 Early Twentieth Century 401-410**

March 27 **Chapter 23 Between World Wars 411-420
(paper revisited)**

Fieldtrip 2 – April 6 – San Diego Museum of Art

Week 11

April 8 **Chapter 23 Between World Wars –421-432**

April 10 **Chapter 23**

Week 12

April 15 **Chapter 24 Postwar Modern Movements 433-447
Project or paper rough draft due**

April 17 **Chapter 24 Postwar Modern Movements 448-460**

Week 13

April 22 **Chapter 25 Postmodernity and Global Art 462-473**

April 24 **Chapter 25 Postmodernity and Global Art 474-484**

Week 14

April 29 **Final project/paper due**

May 1 **TBD**

Week 15

May 6 **TBD**

May 8 **Final Review**

Week 16:

Final exam