

Reedley College

Proposed Course Modification

Course # / Title ART 6H Art History II

CHECK OFF SHEET

PRELIMINARY STEPS. Do before completing Course Modification Form.

(EACH BOX SHOULD BE CHECKED AS COMPLETED BEFORE SUBMISSION.)

1. Communicate with the Curriculum Chair regarding intent to modify an existing course outline (recommended, not required).
2. List term for implementation of modifications:
 [X] Fall 2010 [] Spring _____ [] Summer _____
3. Check one:
Do not complete Fresno City College course alignment page if:
 _____ No similar course or program at FCC.
 X Course currently in common with FCC course or accepted in lieu of and changes will not affect status.

Complete Fresno City College course alignment page if:

- _____ Course currently in common with FCC course or accepted in lieu of. Changes may affect status. Consult with counterparts at FCC and complete alignment page
- _____ Course not in common or accepted in lieu of but may be with proposed changes consult with FCC counterparts

4. Changes sought in the following:
- | | | |
|-----------------------------|-----------|-------------|
| CSU General Education Code | Yes _____ | No <u>X</u> |
| Transfer Baccalaureate List | Yes _____ | No <u>X</u> |

If yes to either, schedule an appointment with the Articulation Officer

5. Changes sought in number of repeats for credit:
- _____ Yes
X _____ No

If yes, secure a **Course Repetition** form from the Curriculum Office.

PROPOSED COURSE MODIFICATION FORM

- Appropriate sections of Course Outline of Record completed.

FINAL steps (Do after completing Course Outline of Record)

1. Signature Form. Secure signatures of the Department Chair and the Associate Dean before submitting the completed course proposal to the Curriculum Office.
2. Program Description. Course modification will change an existing program which is or will be described in the college catalogue.
- _____ Yes X _____ No

If yes, complete **Program Description Form** before submitting modification.

3. Final Check. All items above have been completed and checked off before modification is submitted.

Reedley College
PROPOSED COURSE MODIFICATION

All changes and modifications in the official course outline must come to the Curriculum Committee. Though minor changes may seem obvious, even these need to come to committee for information and to update the official curriculum. Changes in programs or in several department offerings should be submitted together if possible so that the whole picture is clear.

OUTLINE. Please fill in current existing course number, title, and units for course to be modified.

Department Fine Arts & Social Sciences Course No. ART 6H
 Course Title Art History II Units 3
 Effective Date Fall 2010

A. PROPOSED CHANGES.
(Indicate below all proposed changes to be made in the course outline.)

I. Cover Page

- | | |
|--|---|
| <input type="checkbox"/> 1. Course ID | <input type="checkbox"/> 8. Classification (Degree applicable, Non-degree applicable, or Pre-collegiate Basic skills) |
| <input type="checkbox"/> 2. Course Title | <input type="checkbox"/> 9. General Education Pattern, Graduation Requirement, and Major Category |
| <input type="checkbox"/> 3. Units | <input type="checkbox"/> 10. General Education Pattern/Baccalaureate (CSU) |
| <input type="checkbox"/> 4. Lecture/Lab Hours | <input type="checkbox"/> 11. Repeatability |
| <input type="checkbox"/> 5. Grading Basis | <input type="checkbox"/> 12. Catalog Description |
| <input type="checkbox"/> 6. Entrance Skills: Basic Skills Prerequisites/Advisories | |
| <input type="checkbox"/> 7. Subject Prerequisites/Corequisites/Advisories | |

Other pages _____

- | | |
|---|---|
| <input type="checkbox"/> II. Course Outcomes | <input type="checkbox"/> VI. Methods of Grading |
| <input type="checkbox"/> III. Course Objectives | <input checked="" type="checkbox"/> VII. Levels of Educational Materials |
| <input type="checkbox"/> IV. Course Content Outline | Additional Pages (optional depending on course) |
| <input type="checkbox"/> V. Approved Readings | <input type="checkbox"/> Request for Repeatability/Limitation on Enrollment |

B. DESCRIPTION OF CHANGES AND MODIFICATIONS.

ITEM NO.	CHANGED FROM	CHANGED TO	REASON
II.	See outline. Changes are highlighted.	See outline.	Consolidation of Student Learning Outcomes.

(Additional sheets may be attached if necessary.)

C. EXPLANATIONS. If course modification results in changes in the program which will require use of the program description form, please give rationale.

Please attach the complete outline before modifications to this form. If only the first page of the outline is being modified, also attach the new first page. If other pages of the outline are being modified, please attach the complete new outline.

Reedley College

SIGNATURE FORM

Submission/Recommendation/Action

Course Department and Number: ART 6 H

Course Title: Art History II

Fall 2010

Effective Date: _____

1. Submitted By: Janice Ledgerwood Date: 03/12/10

2. Reviewed by Department: Janice Ledgerwood Date: 03/12/10

Department Chair's Signature

Attach department recommendation. (optional)

3. Received/Reviewed by Dean of Instruction: _____ Date: _____

Dean's Signature

4. Approved by Curriculum Committee on: _____

Date

Curriculum Committee Chair

Date

Vice President of Instruction

Date

5. Reviewed by Articulation Officer: _____

Date:

CSU GE Code submitted for articulation: _____



CREDIT COURSE OUTLINE

I. COVER PAGE

(1) Course ID: _____ (2) Course Title: Honors Art History 2 (3) Units: 3.0

(4) Lecture / Lab Hours: Semester course Hours per week Lec hrs: <input style="width: 50px; text-align: center;" type="text" value="3"/> Lab hrs: <input style="width: 50px;" type="text"/> Lab will generate _____ hour(s) per week outside work. Short-term course: Hours per course Lec hrs: <input style="width: 50px;" type="text"/> Lab hrs: <input style="width: 50px;" type="text"/> Lab will generate _____ total hour(s) outside work.		(8) Classification: Degree applicable: <input style="width: 50px; text-align: center;" type="text" value="x"/> Non-degree applicable: <input style="width: 50px;" type="text"/> Pre-collegiate basic skills: <input style="width: 50px;" type="text"/>																			
(5) Grading Basis: Grading scale only <input style="width: 50px; text-align: center;" type="text" value="x"/> CR/NC option <input style="width: 50px;" type="text"/> CR/NC only <input style="width: 50px;" type="text"/>		(9) RC Fulfills AS/AA degree requirement: (area) <input style="width: 50px;" type="text"/> General education category: <input style="width: 50px; text-align: center;" type="text" value="Area C"/> Major: _____																			
(6) Basic Skills Prerequisites: Basic Skills Advisories:		(10) CSU: Baccalaureate: <input style="width: 50px; text-align: center;" type="text" value="C.1"/> (11) Repeatable: (A course may be repeated three times) <input style="width: 50px;" type="text"/>																			
(7) Subject Prerequisites (requires C grade or better):		For Office Use Only																			
Subject Corequisites:		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">New</td> <td style="width: 25%;">Mod</td> <td style="width: 50%;">Effective Date:</td> </tr> <tr> <td colspan="2">Replaced by: Date:</td> <td>DATE TEL ID:</td> </tr> <tr> <td colspan="2">SAM Priority:</td> <td>TOPS Code:</td> </tr> <tr> <td colspan="2">Unit Code:</td> <td>Program Status:</td> </tr> <tr> <td colspan="2">Reporting ID:</td> <td>Date Reporting ID Assigned:</td> </tr> <tr> <td colspan="2">Total Course Contact Hours :</td> <td>Course LHE:</td> </tr> </table>		New	Mod	Effective Date:	Replaced by: Date:		DATE TEL ID:	SAM Priority:		TOPS Code:	Unit Code:		Program Status:	Reporting ID:		Date Reporting ID Assigned:	Total Course Contact Hours :		Course LHE:
New	Mod	Effective Date:																			
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Unit Code:		Program Status:																			
Reporting ID:		Date Reporting ID Assigned:																			
Total Course Contact Hours :		Course LHE:																			
Subject Advisories: Completion of ENGL 125 and ENGL 126 or eligibility for ENGL 1A. Enrollment in Honors Program		(12) Catalog Description:																			
This course examines the history of cultural production and visual aesthetics including two and three dimensional art and architecture from the early renaissance through the end of the twentieth century. As an honors section, the class will be conducted as a seminar with an emphasis on student projects.																					

II. COURSE OUTCOMES:

(Specify the learning skills the student demonstrates through completing the course and link critical thinking skills to specific course content and objectives.)

Upon completion of this course, students will be able to:

- A. Demonstrate comprehension of the visual vocabulary of art through the completion of course work.
- B. Analyze the different types of media within a cultural and/or historical context.
- C. Critique works of art within a cultural and/or historical context.

III. COURSE OBJECTIVES:

(Specify major objectives in terms of the observable knowledge and/or skills to be attained.)

In the process of completing this course, students will:

- A. Express abstract ideas verbally and in writing.
- B. Draw parallels between aesthetic movements and events.
- C. Recognize influence of regional traditions and previous stylistic developments on topical examples.
- D. Critically analyze research to form a coherent interpretation.

IV. COURSE CONTENT OUTLINE:

- A. Renaissance and Baroque
1. Relationship of the development of styles and symbols in art and architecture with religious, cultural and economic events in Italy, Spain and Northern Europe.
 - a. Art patronage
 - 1) the church
 - a) the Reformation and Counter Reformation
 - 2) the Medici and Barbarini families
 - a) Neoplatonism in balance with Christianity
 - b) Fra Savonarola
 - b. Cultural recognition and class distinction
 - 1) Christian symbolism
 - a) attributes of biblical figures
 - b) symbolism in northern Europe
 - 2) Aristocracy
 - a) Italy & Spain
 - 3) rise of the middle class in northern Europe
 - a) influence of the printing press(reference materials: Vasari's Lives of the Artists, the Bible and classical mythology sources.)
- B. Age of Reason and the Three Revolutions
1. Science and literature's influence on our way of seeing
 - a. Descartes, Bacon and the power of reason
 - b. Newton's principles of gravity
 - c. Victorian literature and the Pre-Raphaelite Brotherhood
 2. The, American, French, and Industrial Revolutions
 - a. Art as political tool
 - 1) David and Napoleon
 - a) Neoclassicism and Federalist design
 - b) Pompeii & Herculaneum
 - 2) Romanticism and public outcry
 - 3) Realism and Darwin(reference: Balzac, Zola, Flaubert and Dickens)
- C. Artistic Vision at the end of the 19th Century
1. Impressionism: light, color and the culture of the leisure class
 - a. Hausmann's Paris and the Belle Epoque
 - b. Japan's influence
 2. Post Impressionist diversity
 - a. Descendants of Impressionism
 - 1) subjective expression of van Gogh and Gauguin
 - 2) Pointillism
 - 3) Cezanne's analytical Impressionism
 - b. Art nouveau and the Arts & Crafts movement
 - c. symbolism
 - 1) the Pre-Raphaelite Brotherhood
 - 2) Vienna Secessionists
 - d. Rodin
 3. Photography
 - a. Talbot and Daguerre
 - b. the Civil War and photography
 - c. human kinetics and its influence on representation(reference: letters of Vincent van Gogh, Dante's Inferno, A World History of Photography, by N. Rosenblum)
- D. Art from the beginning of the twentieth century through the end of WWII

1. Reinterpretation of traditional forms
 - a. the Avant-Garde
 - 1) Fauvism: rethinking color
 - 2) Cubism: rethinking form
 - 3) Brancusi, Moore and Noguchi: organic forms

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Course Title: Honors Art History 2

2. Glorification and vilification of mechanized society
 - a. Futurism
 - b. Dada
 - c. Guernica
 - d. Machine age design
 3. Psychology of art
 - a. Freud, Jung and the subconscious: Surrealism
 4. Disillusionment and optimism
 - a. Dorthea Lange and Margret Bourke-White
 - b. American Regionalism
 - 1) Hopper, Benton and Wood's mid-American imagery
 - c. Mexican muralists

(reference: various academic art journal articles, biography of Picasso, by A. Huffington)
- E. Later 20th Century Art
1. Abstract expressionism
 - a. New York School
 2. Diversity in 3-Dimensional art
 - a. conceptual art
 - b. performance art
 3. Pop art
 4. Environmental art
- (references: Warhol's Diary, Pollock video and various academic art journal articles)
- F. Feminism
1. Gentileschi's feminine heroines
 2. Elizabeth Sidal and the pre-Raphaelite Brotherhood
 3. Frida Kahlo's self portraits
 4. Judy Chicago's dinner party
 5. Barbara Kruger
 6. Gerrilla Girls
- (reference: journal articles, Kahlo's diary, Victorian writings)

V. APPROPRIATE READINGS

Reading assignments may include but are not limited to the following:

A. Sample Text Title:

- *Art Across Time, Volume II*, 3rd Edition, by Laurie Schneider Adams (ISBN 978-0072449969), 2007.
- *Art History, Volume II*, 3rd Edition, by Marilyn Stokstad (ISBN 978-0131991408), 2007.
- *Gardner's Art Through the Ages, A Concise Global History*, 2nd Edition, Fred S. Kleiner (ISBN 978-495-50346-0), 2009.
- *Janson's Basic History of Western Art*, 8th Edition, by Penelope Davies, (ISBN 978-013-603912-9), 2009.

B. Other Readings:

- Various reference materials, listed in course outline, provided by instructor.

<input checked="" type="checkbox"/>	Global or international materials or concepts are appropriately included in this course
<input type="checkbox"/>	Multicultural materials and concepts are appropriately included in this course.

If either line is checked, write a paragraph indicating specifically how global/international and/or multicultural materials and concepts relate to content outline and/or readings.

Topics discussed will include the influences of various political, religious and socio-economic events, such as the world wars and scope of world religions, on the development of the visual aesthetics covered within the framework of this course. Western and non-western art traditions, as well as concrete and abstract ideas, will be examined as catalysts for the evolution and reinterpretation of art and architecture. Comparing and contrasting examples of art, which reflect cultural values from different periods, regions, and often from opposing schools of thought, enhance abilities for critical analysis.

VI. METHODS TO MEASURE STUDENT ACHIEVEMENT AND DETERMINE GRADES:

Students in this course will be graded in at least one of the following four categories. Please check those appropriate. A degree applicable course must have a minimum of one response in category A, B or C.

A. Writing			
<i>Check either 1 or 2 below</i>			
x	1. <i>Substantial writing assignments are required. Check the appropriate boxes below and provide a written description in the space provided.</i>		
	2. <i>Substantial writing assignments are NOT required. If this box is checked leave this section blank. For degree applicable courses you must complete category B and/or C.</i>		
x	a. essay exam(s)		d. written homework
x	b. term or other papers(s)		e. reading reports
	c. laboratory reports	x	f. other (specify) Museum visit

Required assignments may include but are not limited to the following:

1. A research assignment
2. A written critique of a historical or contemporary work of art
3. A formal analysis of a piece of art or architecture

B. Problem Solving			
1. Computational or non-computational problem-solving demonstrations, including:			
	a. exam(s)		d. laboratory reports
	b. quizzes		e. field work
	c. homework problems		f. other (specify)

Required assignments may include, but are not limited to the following:

C. Skill demonstrations, including:			
	a. class performance(s)		c. performance exam(s)
	b. field work		d. other (specify

Required assignments may include, but are not limited to the following:

D. Objective examinations, including:			
	a. multiple choice		d. completion
	b. true/false	x	e. other (specify) <i>short answer and essay</i>
x	c. matching items		

COURSE GRADE DETERMINATION:

Description/Explanation: Based on the categories checked, it is the recommendation of the department that the instructor’s grading methods fall within the following departmental guidelines; however, the final method of grading is still at the discretion of the individual instructor. The instructor’s syllabus must reflect the criteria by which the student’s grade has been determined. (A minimum of five (5) grades must be recorded on the final roster.)

If several methods to measure student achievement are used, indicate here the approximate weight or percentage each has in determining student final grades.

Grades are based 60% of the objective tests, 30% on the writing assignments and 10% class participation. The objective tests require recognition of styles and forms, knowledge of historical development, and evaluation and judgments about the topics in the class.

FOR DEGREE APPLICABLE COURSES

Course ID: ART 6H

Course Title: Honors Art History 2

VII. EDUCATIONAL MATERIALS

For degree applicable courses, the adopted texts, as listed in the college bookstore, or instructor-prepared materials have been certified to contain college-level materials.

Validation Language Level (check where applicable):		College-Level Criteria Met	
		Yes	No
Textbook		x	
Reference materials		x	
Instructor-prepared materials		x	
Audio-visual materials		x	
Indicate method of evaluation:			
	Used readability formulae (grade level 10 or higher)		
	Text is used in a college-level course		
	Used grading provided by publisher		
	Other: (please explain; relate to Skills Levels)		
Computation Level (Eligible for MATH 101 level or higher where applicable)			x
Content			
Breadth of ideas covered clearly meets college-level learning objectives of this course		x	
Presentation of content and/or exercises/projects:			
Requires a variety of problem-solving strategies including inductive and deductive reasoning.		x	
Requires independent thought and study		x	
Applies transferring knowledge and skills appropriately and efficiently to new situations or problems.		x	
List of Reading/Educational Materials			
1. Text (sample):			
<ul style="list-style-type: none"> • <i>Art Across Time, Volume II</i>, 3rd Edition, by Laurie Schneider Adams (ISBN 978-0072449969), 2007. • <i>Art History, Volume II</i>, 3rd Edition, by Marilyn Stokstad (ISBN 978-0131991408), 2007. • <i>Gardner's Art Through the Ages, A Concise Global History</i>, 2nd Edition, Fred S. Kleiner (ISBN 978-495-50346-0), 2009. • <i>Janson's Basic History of Western Art</i>, 8th Edition, by Penelope Davies, (ISBN 978-013-603912-9), 2009. 			
a. slides			
b. videos			
c. supplementary literature and historical letters: <i>A Short Guide to Writing About Art</i> (on reserve in library and in writing center) (ISBN 978-0205708253)			
d. field trips			
Comments:			
	This course requires special or additional library materials (list attached).		
x	This course requires special facilities: LCD Projector		

TARGET COURSE ART 6H Honors Art History 2
 Number Title

CONTENT REVIEW FOR ALL COURSES IN ADDITION TO BASIC SKILLS COURSES

List in Column 1 at least three specific major concepts, skills, or kinds of knowledge that a student will learn in the pre- or corequisite or advisory course that are essential to the successful completion in the target course. In Column 2, state why the skill in Column 1 is essential in relation to the content listed in the course outline of the target course.

COLUMN 1: Concepts, Skills, Kinds of Knowledge	COLUMN 2: Specifically how this is necessary in the target course
<p>(List each prerequisite or advisory separately here. If you need more space, attach a second page B. Be sure to explain each course in Column 2.)</p> <p>Name of prerequisite or advisory course: <u>ENGL 125 Writing Skills for College</u> Concepts, skills, etc. (List these.)</p> <ol style="list-style-type: none"> Write coherent and unified papers with attention to reference, agreement, consistency, and transitions and punctuating conventionally. Use critical thinking in relation to writing, matching structure with ideas, developing support for generalizations, differentiating between statements of fact and opinion. Use basic library sources to find information in preparing a paper based on published sources. 	<ol style="list-style-type: none"> Essays and reports should be relatively free from errors in reference, agreement, consistency, and the mechanical errors which interfere with the development of ideas in writing. Students are expected to begin the class with skill in relating sentence structure to meaning, noting and supplying logical connections in the development of the writing. Basic familiarity with library resources is required for full participation.

If the courses listed in Column 1 are advisory, complete the information below and do not go on to the next page.

Advisory course(s): ENGL 125 Writing Skills for College

Content review completed by Janice Ledgerwood 03/12/10
 Date

V-P's Signature _____ Date

TARGET COURSE

ART 6H

HONORS Art History 2

Number

Title

CONTENT REVIEW FOR ALL COURSES IN ADDITION TO BASIC SKILLS COURSES

List in Column 1 at least **three specific major concepts, skills, or kinds of knowledge** that a student will learn in the pre- or corequisite or advisory course that are essential to the successful completion in the target course. In Column 2, state why the skill in Column 1 is essential in relation to the content listed in the course outline of the target course.

COLUMN 1: Concepts, Skills, Kinds of Knowledge	COLUMN 2: Specifically how this is necessary in the target course
<p>(List each prerequisite or advisory separately here. If you need more space, attach a second page B. Be sure to explain each course in Column 2.)</p> <p>Name of prerequisite or advisory course:</p> <p><u>ENGL 126 Reading Skills for College</u> - Concepts, skills, etc. (List these.)</p> <ol style="list-style-type: none"> 1. Recognize and use new vocabulary, using context, language structures, and dictionary skills. 2. Comprehend and discuss both literal and implied meanings in college-level materials. 3. Vary reading strategies and rate according to the level of difficulty of the writing. 4. Discuss the relevance of the reading in terms of personal knowledge gained or changes in understanding related to the readings; relate old knowledge to new concepts. 	<ol style="list-style-type: none"> 1. From the beginning of the course, the student must read college-level materials with comprehension and relate the ideas from that reading to the requirements of discussions and writing assignments. 2. From the beginning, a student must demonstrate analytical reading skills in determining the methods of development in the assigned reading, in noting how concepts are developed and supported, and in relating the style and order of the reading assignment to the possible purposes of the writer. 3. Skills for comprehending vocabularies new to the reader, for reading material unfamiliar to him or her, for recognizing literal, figurative, and implied meanings, and for independent reading in reference assignments are basic.

If the courses listed in Column 1 are advisory, complete the information below and do not go on to the next page.

Advisory course(s): ENGL 126 Reading Skills for College

Content review completed by Janice Ledgerwood 03/12/10
 Date

V-P's Signature _____ Date

Please forward this completed form to the Curriculum Committee.