

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS
COURSE MODIFICATION PROPOSAL
Courses must be submitted by November 2, 2009,
to make the next catalog (2010--2011) production

DATE (CHANGE DATE EACH TIME REVISED): **OCTOBER 16, 2009**; REV 12.1.09

PROGRAM AREA(S): **ART/CHICANA/O STUDIES/HISTORY**

Directions: All of sections of this form must be completed for course modifications. All documents are stand alone sources of course information.

1. Course Information.

[Follow accepted catalog format.] (Add additional prefixes if cross-listed)

OLD

Prefix **ART/HIST** Course# **333** Title **History of Southern California Chicana/o Art** Units **(3)**
3 hours lecture per week
 _____ hours blank per week

Prerequisites: _____
 Consent of Instructor Required for Enrollment
 Corequisites: _____

Catalog Description (Do not use any symbols): **An exploration of the Southern California Chicana/o culture focusing on the genesis, vitality and diversity represented in the painting, sculpture and artistic traditions of Mexican American artists. Historical movements, politics, cultural trends and Mexican folklore underlying the development of this dynamic style of art will be investigated within a variety of contexts.**

General Education Graded Repeatable
 Categories **C3B, D,** CR/NC for up to _____ units
INTERDISCIPLINARY
 Lab Fee Requested A - F Total Completions _____
 Course Level: Multiple Enrollment in
 Undergraduate Optional (Student's same semester
 Post-bac/Credential choice)
 Graduate

NEW

Prefix **ART/HIST/CHS** Course# **333** Title **History of Southern California Chicana/o Art** Units **(3)**
3 hours lecture per week
 _____ hours blank per week

Prerequisites: _____
 Consent of Instructor Required for Enrollment
 Corequisites: _____

Catalog Description (Do not use any symbols): **An exploration of the Southern California Chicana/o culture focusing on the genesis, vitality and diversity represented in the painting, sculpture and artistic traditions of Mexican American artists. Historical movements, politics, cultural trends and Mexican folklore underlying the development of this dynamic style of art will be investigated within a variety of contexts.**

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2. Mode of Instruction (Hours per Unit are defaulted)

Hegis Code(s) _____
 (Provided by the Dean)

Existing

Proposed

	Units	Hours Per Unit	Benchmark Enrollment	Graded		Units	Hours Per Unit	Benchmark Enrollment	Graded	CS No. (filled out by Dean)
Lecture	3	1	30	A-F	Lecture	3	1	30	XX	_____
Seminar	_____	1	_____	_____	Seminar	_____	1	_____	_____	_____
Lab	_____	3	_____	_____	Lab	_____	3	_____	_____	_____
Activity	_____	2	_____	_____	Activity	_____	2	_____	_____	_____
Field Studies	_____	_____	_____	_____	Field Studies	_____	_____	_____	_____	_____
Indep Study	_____	_____	_____	_____	Indep Study	_____	_____	_____	_____	_____
Other blank	_____	_____	_____	_____	Other blank	_____	_____	_____	_____	_____

3. Course Attributes:

General Education Categories: All courses with GE category notations (including deletions) must be submitted to the GE website: <http://summit.csuci.edu/geapproval>. Upon completion, the GE Committee will forward your documents to the Curriculum Committee for further processing.

A (English Language, Communication, Critical Thinking)

- A-1 Oral Communication
- A-2 English Writing
- A-3 Critical Thinking

B (Mathematics, Sciences & Technology)

- B-1 Physical Sciences
- B-2 Life Sciences – Biology
- B-3 Mathematics – Mathematics and Applications
- B-4 Computers and Information Technology

C (Fine Arts, Literature, Languages & Cultures)

- C-1 Art
- C-2 Literature Courses
- C-3a Language

x C-3b Multicultural

x D (Social Perspectives)

E (Human Psychological and Physiological Perspectives)

x UDIGE/INTD Interdisciplinary

Meets University Writing Requirement

Meets University Language Requirement

American Institutions, Title V Section 40404: Government US Constitution US History

Refer to website, Exec Order 405, for more information: <http://senate.csuci.edu/comm/curriculum/resources.htm>

Service Learning Course (Approval from the Center for Community Engagement must be received before you can request this course attribute).

4. Justification and Requirements for the Course. [Make a brief statement to justify the need for the course]

OLD

This course fulfills three units of required upper division Art History for the Art Major or three units of upper division for the History Major. It is also available to the student seeking to fulfill General Education credit in sections C3b or D.

- x Requirement for the Major/Minor
- x Elective for the Major/Minor
- x Free Elective

NEW

This course fulfills three units of required upper division Art History for the Art Major, or three units of upper division for the History Major in the North America category, or three units of in the Arts and Culture category for the Chicana/o Studies major. It is also available to the student seeking to fulfill General Education credit in sections C3b, D or UDIGE.

- x Requirement for the Major/Minor
- x Elective for the Major/Minor
- x Free Elective

Submit Program Modification if this course changes your program.

5. Learning Objectives. (List in numerical order. You may wish to visit resource information at the following website: <http://senate.csuci.edu/comm/curriculum/resources.htm>)

Upon completion of the course, the student will be able to:

OLD

- describe and analyze the connections between Chicana/o art, history, and culture
- evaluate the ways in which Chicana/o art, history, and culture can interact in various contexts
- examine and describe from different perspectives the role of Chicana/o artists in contemporary culture, and their relationship to collectors, museums, and galleries
- reflect in written and oral form on the various aspects of Chicana/o history and culture

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-- analyze the educational implications of Chicana/o art and history within various institutions and reflect on possibilities for new projects
 -- apply the knowledge and information to presentations and papers
 -- reflect in written and oral form on the various aspects of the Chicana/o tradition, its heritage and contemporary identity.

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 -- apply the knowledge and information to presentations and papers
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6. Course Content in Outline Form. (Be as brief as possible, but use as much space as necessary)

OLD

Historical roots of Chicana/o art
 Mexican artists, predecessors of Chicana/o artists
 The representatin of identity in Chicana/o art
 Gender and family in Chicana/o art
 Spirituality in Chicana/o art
 Current events in Chicana/o art
 The representation of the past in Chicana/o art
 Farm wrk and land in Chicana/o art
 Chicana/o art as a counter-cultural hegemonic mode of expression
 Collecting and exhibiting Chicana/o art and artists
 Chicana/o murals and urban visual identity
 Self-identity in Chicana/o art
 Cultural activities
 -- field trips to local sites of Chicana/o murals and art
 -- field trips to East Los Angeles to view large-scale murals
 -- field trip to the "Great Wall " of Los Angeles
 -- hands-on painting, students working on actual murals
 -- studio visits to recognized Chicana/o artists

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Does this course content overlap with a course offered in your academic program? Yes No
 If YES, what course(s) and provide a justification of the overlap.

Does this course content overlap a course offered in another academic area? Yes No
 If YES, what course(s) and provide a justification of the overlap.

Overlapping courses require Chairs' signatures.

7. Cross-listed Courses (Please note each prefix in item No. 1)

- A. List cross-listed courses (Signature of Academic Chair(s) of the other academic area(s) is required).
- B. List each cross-listed prefix for the course: **ART CHS HIST**
- C. Program responsible for staffing: **Art, Chicana/o Studies, or History**

8. References. [Provide 3-5 references]

OLD

Cheech Marin. Chicano Visions: American Painters on the Verge. Bullfinch Press, 2002
 Alicia Gaspar de Alba, Chicano Art: Inside/Outside the Master's House, University of Texas Press, 1998
 Richard Griswold del Castillo, ed. Chicano Art: Resistance and Affirmation, 1965-1985, University of Arizona Press, 1994
 Gary D. Keller, Contemporary Chicana and Chicano Art: Artists, Works, Culture, and Education. Vols. 1 and 2. Bilingual Review Press, 2002.

NEW

Cheech Marin. Chicano Visions: American Painters on the Verge. Bullfinch Press, 2002
 Alicia Gaspar de Alba, Chicano Art: Inside/Outside the Master's House, University of Texas Press, 1998

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Gary D. Keller, *Contemporary Chicana and Chicano Art: Artists, Works, Culture, and Education*. Vols. 1 and 2. Bilingual Review Press, 2002.

9. Tenure Track Faculty qualified to teach this course.

Irina Costache, Frank Barajas, Jose Alamillo

10. Requested Effective Date or First Semester offered: effective Spring 2010

11. New Resource Requested: Yes No

If YES, list the resources needed.

A. Computer Needs (data processing, audio visual, broadcasting, other equipment, etc.)

B. Library Needs (streaming media, video hosting, databases, exhibit space, etc.)

C. Facility/Space/Transportation Needs:

D. Lab Fee Requested: Yes No (Refer to the Dean's Office for additional processing)

E. Other.

12. Indicate Changes and Justification for Each. [Check all that apply and follow with justification. Be as brief as possible but, use as much space as necessary.]

Course title

Prefix/suffix

Course number

Units

Staffing formula and enrollment limits

Prerequisites/Corequisites

Catalog description

Mode of Instruction

Course Content

Course Learning Objectives

References

GE

Other

Reactivate Course

Justification: The only change is to cross-list this with Chicana/o Studies, as it meets a requirement for the CHS major, the content of the course is central to CHS, and it gives further flexibility to staffing it in CHS in addition to Art and History options.

13. Will this course modification alter any degree, credential, certificate, or minor in your program? Yes No

If, YES attach a program update or program modification form for all programs affected.

Priority deadline for New Minors and Programs: October 5, 2009 of preceding year.

Priority deadline for Course Proposals and Modifications: November 2, 2009.

Last day to submit forms to be considered during the current academic year: April 15th.

GE CRITERIA APPROVAL FORM

Course Number and Title:

ART/HIST 333. History of Southern California Chicana/o Art (3)

Indicate which of the following categories would be satisfied by this course by marking an “X” on the appropriate lines. Courses may be placed in up to two GE categories as appropriate. Upper Division Interdisciplinary GE courses may be placed in two categories plus the UDIGE category.

	A1: Oral Communication
	A2: English Writing
	A3: Critical Thinking
	B1: Physical Sciences
	B2: Life Sciences
	B3: Mathematics
	B4: Computers and Technology
	C1: Fine Arts
	C2: Literature
x	C3b: Languages & Cultures
x	D: Social Perspectives
	E: Human Psychological & Physiological Perspectives
x	Upper Division Interdisciplinary GE

Lab Included? Yes _____ No X_____

Faculty Member(s) Proposing Course: Irina D. Costache and Frank Barajas

Please provide a brief explanation of how the proposed course meets each of the criteria for the selected General Education categories.

Category C3b

Students will be able to:

- Experience significant aspects of multiculturalism through first-hand interaction with art and artists working with historical and contemporary Mexican cultural traditions within the modern American society.
- Develop, through hands-on experience painting large-scale murals, objective and subjective modalities of evaluating art within multicultural contexts.
- Develop new ways of looking and thinking about Chicana/o art within the context of and California art, culture, and history
- Formulate an interpretative level of analysis based on a comprehensive understanding of cultural contexts.
- Critically examine in comparative ways the formation of meanings in specific artistic and cultural environments.
- Decipher symbols, cultural and artistic codes
- Examine cultural and artistic contexts in which artistic and cultural identity is defined
- Apply the knowledge and information in papers and presentations
- Analyze the relationship between the social and economic status of Chicanas/os with the various expressions of art within this community.
-

- Evaluate the influences of social movements (e.g., of the Great Depression and the 1960s, and anti-immigrant sentiment) on Chicana/o art.
-
- Describe the contributions of individuals and groups to the development of Chicana/o art.
- Detail the political and social criticism of Chicana/o art as a legitimate form of expression.
- Consider the historical role of technology (i.e., computer graphics, the internet, graffiti, and automobiles) in the evolution of Chicana/o Art.

Category D

Students will be able to:

- Describe and understand historical elements and analyze the interdisciplinary connections between the visual arts, culture and human communication incorporating the history of various societies as both subject and context.
- Describe, understand and analyze a wide range of images existent in contemporary life and compare to origins in historical and social contexts.
- Critically examine from various cross-chronological and cultural perspectives, how art forms influence culture and interact with media and communication.
- Critically examine cultural phenomenon from multiple perspectives utilizing art as subject matter from both western and eastern cultures.
- Reflect in written and oral form on the various aspects of visual culture and the role of Chicana/o cultural impact upon wide ranges of societies as illustrated in historical documentation of cultural evolution.
- Critically analyze the meaning of images within their historical context as well as defined by artistic practices.
- Critically evaluate and analyze the processes that link historical traditions with visual communication in a variety of societies.

Upper division interdisciplinary

Students will be able to:

- Analyze how Chicana/o art, history and the educational projects of cultural institutions are connected to what children learn in schools (California framework)
- Demonstrate understanding of the connections between the fields of History and Art.
- Apply the knowledge and information to presentations and papers
- Reflect in written and oral form on the various aspects of Chicana/o tradition, its heritage and contemporary identity
- Describe, understand and analyze the connections between Chicana/o art, history and culture within history and art history practices
- Express their opinion in extensive written assignments (journals, group papers and formal analysis/paper presentations)
- Examine from different perspectives the role of Chicana/o artists in contemporary culture, and their relationship to collectors, museums and galleries
- Analyze the educational implications of Chicana/o art and history within various institutions and reflect on possibilities for new projects

Proposer(s) of Course Modification
 Type in name. Signatures will be collected after Curriculum approval.

Date

Approval Sheet

Course: ART/CHS/HIST 333

If your course has a General Education Component or involves Center affiliation, the Center will also sign off during the approval process.

Multiple Chair fields are available for cross-listed courses.

Program Chair		
Signature		Date
Program Chair		
Signature		Date
Program Chair		
Signature		Date
General Education Chair		
Signature		Date
Center for Intl Affairs Director		
Signature		Date
Center for Integrative Studies Director		
Signature		Date
Center for Multicultural Engagement Director		
Signature		Date
Center for Civic Engagement and Service Learning Director		
Signature		Date
Curriculum Chair		
Signature		Date
Dean of Faculty		
Signature		Date