

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

NEW COURSE PROPOSAL

PROGRAM AREA: ART

- 1. Catalog Description of the Course. [Include the course prefix, number, full title, and units. Provide a course narrative including prerequisites and corequisites. If any of the following apply, include in the description: Repeatability (May be repeated to a maximum of 9 units); time distribution (Lecture \_\_\_ hours, laboratory \_\_\_ hours); non-traditional grading system (Graded CR/NC, ABC/NC). Follow accepted catalog format.]

Art 330 CRITICAL THINKING IN A VISUAL WORLD (3)

Three hours lecture per week.

A critical look at subjective responses and objective reasoning in the assessment of visual images that permeate every day aspects of contemporary life. Comparative studies evaluate the psychological impact of corporate logos, religious iconography and secular symbolism. The genesis of cultural icons is investigated from a historical perspective in relationship to their role in a global society.

GenEd: C1 and Interdisciplinary

2. Mode of Instruction.

Table with 4 columns: Activity, Units, Hours per Unit, Benchmark Enrollment. Rows include Lecture, Seminar, Laboratory, and Activity.

- 3. Justification and Learning Objectives for the Course. (Indicate whether required or elective, and whether it meets University Writing, and/or Language requirements) [Use as much space as necessary]

Justification

This course fulfills three units of required upper division Art History for the Art Major. It is also available to the non-art major seeking to fulfill General Education credit in section C1.

This class will expose students to a series of interconnected issues related to the creation, dissemination and analysis of visual culture. The students will learn to critically analyze the way in which visibility is constructed and defined in culture. Using cross-chronological and cross-cultural examples the lectures, discussion, readings, assignments, field trips, videos and other class activities the students will be exposed to a wide range of issues that play a pivotal role in establishing the meaning of art and other elements of visual culture. From Warhol's Marilyn Monroe to cave paintings and from the Nike symbol to the Egyptian pyramids, this course will actively engage the students in thinking about the existing processes that contribute to the way in which culture looks, reflects and responds to visibility. In addition, this course will provide the students with the tools to develop a critical understanding of the visual component of contemporary culture. The various class assignments and activities will encourage the students to formulate their own opinion about art and other aspects of contemporary visual culture and will encourage them to express your point of view in oral and written form.

The field trips, lectures, discussions, guests speakers and extensive interdisciplinary activities will allow the participants to a.) Understand the complexity of visual culture b.) Investigate the significance of these connections within historical and contemporary contexts c.) Examine the role of images in defining contemporary global society and d.) learn different methodological modalities of examining visual culture (including formalism biography, iconography, contextual analysis, semiotics, feminism, psychological and psychoanalytical, deconstructive, multicultural, etc.)

## **Learning Objectives**

Students will be able to:

- Describe and analyze the connections between the art, popular culture and other aspects of visual culture.
- Describe, and analyze subjective responses and objective reasoning in the assessment of visual images that permeate every day aspects of contemporary life
- Critically examine and describe from various perspectives how corporate logos, religious iconography and secular symbolism interact and are defined in culture
- Reflect in written and oral form on the various aspects of the visual culture and related institutions (such as museums, galleries, private collections)
- Describe and analyze the processes of making, looking analyzing and disseminating art
- Critically analyze the meaning of images within their original context as well as defined by art historical and museum practices
- Critically evaluate and analyze the processes of making art
- Analyze the a wide range of issues related analysis of the artist's involvement, audience, patrons, materials, etc., and other issues/references to art's inherent or external factors.
- Analyze the mechanisms of visual cognitive processes and specific art historical methodologies
- Explain objective and subjective modalities of evaluating art
- Formulate an interpretative level of analysis based on a comprehensive understanding of art and its development
- Critically examine in comparative ways the formation of meanings
- Decipher symbols, cultural and artistic codes
- Analyze the role of museums and other institutions and reflect on possibilities for new projects
- Analyze how the educational projects of museum are connected to what children learn in schools (California framework)
- Apply the knowledge and information to real life situation in papers and presentations

4. Is this a General Education Course YES

If Yes, indicate GE category:

A (English Language, Communication, Critical Thinking)	
B (Life Sciences)	
C (Fine Arts, Literature, Languages & Cultures)	C 1
D (Social Perspectives)	
E (Human Psychological and Physiological Perspectives)	

5. Course Content in Outline Form. *[Be as brief as possible, but use as much space as necessary]*

I

Introduction To The Course

What Is Art? What Is Not Art?

II

Learning To Look At Art

Learning To Look At Everyday Symbols

III

Art Historical Methodologies

Criticism, And Interpretation of Images

IV

Understanding The Processes Of Making, Looking,

Analyzing And Disseminating Art And Visual Culture

V

Making Art: Artists

Making Artists: Commercial Galleries, Corporations, Patrons

VI

Environment, Technology

Materials and Packaging

VII

Context, Values And Meanings In Art And Visual Culture

VIII

Symbols In Art,

Cooperate Symbols

IX

Creating And Understanding Symbols: Icons and Iconoclasts

X

The Art World: Individuals And Institutions

XI

Originals And Reproductions: What Is Real?

XII

The Intelligent Eye: Seeing Images

The Intelligent Mind: Understanding Images

**6. References.** *[Provide 3 - 5 references on which this course is based and/or support it.]*

Perkins, G. *The Intelligent Eye*, Los Angeles: Getty Publication, 2001

*Critical Perspectives On Art History*, Englewood: Prentice Hall, 2002

Manovich, *The Language of the New Media*, Boston: MIT, 2002

Vaz and Barron, eds. *The Invisible Art*, Watson-Guptill, 2001

**7. List Faculty Qualified to Teach This Course.**

Art faculty: Irina D. Costache,  
Jack Reilly

**8. Frequency.**

a. Projected semester to be offered:

**9. New Resources Required.**

None

**10. Consultation.**

Attach consultation sheet from all program areas, Library, and others (if necessary)

**11.** If this new course will alter any degree, credential, certificate, or minor in your program, attach a program modification.

Irina D. Costache    12-04-03

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Proposer of Course

Date

## GE CRITERIA APPROVAL FORM

Course Number and Title: Art 330. **Critical Thinking in a Visual World (3)**

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

**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
x	C1: Fine Arts
	C2: Literature
	C3: Languages & Cultures
	D: Social Perspectives
	E: Human Psychological & Physiological Perspectives
x	Upper Division Interdisciplinary GE

Lab Included? Yes \_\_\_\_\_ No X\_\_\_\_\_

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

### Category C1

Students will be able to:

- Describe, understand and analyze the connections between the art, popular culture and other aspects of visual culture.
- Describe, understand and analyze subjective responses and objective reasoning in the assessment of visual images that permeate every day aspects of contemporary life
- Critically examine from various perspectives how corporate logos, religious iconography and secular symbolism interact and are defined in culture
- Reflect in written and oral form on the various aspects of the visual culture and related institutions (such as museums, galleries, private collections)
- Describe and analyze the processes of making, looking analyzing and disseminating art
- Critically analyze the meaning of images within their original context as well as defined by art historical and museum practices
- Critically evaluate and analyze the processes of making art
- Analyze a wide range of issues related analysis of the artist’s involvement, audience, patrons, materials, etc., and other issues/references to art’s inherent or external factors.
- Learn the mechanisms of visual cognitive processes and art historical methodologies

- Develop new ways of looking and thinking about images
- Learn how to formulate an interpretative level of analysis based on a comprehensive understanding of art and its development
- Examine in comparative ways the formation of meanings
- Decipher symbols, cultural and artistic codes
- Analyze the role of museums and other institutions and reflect on possibilities for new projects
- Analyze how the educational projects of museum are connected to what children learn in schools (California framework)
- Apply the knowledge and information to real life situation papers and presentations
- Reflect in written and oral form on the various aspects of the museum as a cultural institution
- Analyze the role of visual culture and reflect on possibilities for new projects
- Analyze how the educational projects of museums an other institutions are connected to what children learn in schools (California framework)
- Apply the knowledge and information to real life situation in presentations and papers

## Upper division interdisciplinary

Students will be able to:

- Describe, understand and analyze subjective responses and objective reasoning in the assessment of visual images that permeate every day aspects of contemporary life
- Critically examine from various perspectives how corporate logos, religious iconography and secular symbolism interact and are defined in culture
- Reflect in written and oral form on the various aspects of the visual culture and related institutions (such as museums, galleries, private collections)
- Critically analyze the meaning of images within their original context as well as defined by art historical and museum practices
- Analyze a wide range of issues related analysis of the artist's involvement, audience, patrons, materials, etc., and other issues/references to art's inherent or external factors.
- Learn the mechanisms of visual cognitive processes and art historical methodologies
- Learn how to formulate an interpretative level of analysis based on a comprehensive understanding of art and its development
- Critically examine in comparative ways the formation of meanings
- Decipher symbols, cultural and artistic codes

- Apply the knowledge and information to real life situation papers and presentations
- Describe, understand and analyze the connections between art, popular culture and aspects of every day life in contemporary culture
- Reflect in written and oral form on the various aspects of art, art making and their connections with cultural institutions, other fields and everyday life
- Express their opinion in extensive written assignments (journals, group papers and formal analysis/paper presentations)