

## NEW COURSE PROPOSAL

PROGRAM AREA ART

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- 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 \_\_\_ units); time distribution (Lecture \_\_\_ hours, laboratory \_\_\_ hours); non-traditional grading system (Graded CR/NC, ABC/NC). Follow accepted catalog format.]*

**ART 332. MULTICULTURAL ART MOVEMENTS (3)**

Three hours lecture per week.

A exploration into the arts and crafts originating in African, Asian, Latin American, Middle Eastern and Native American cultures.

Emphasis is on the understanding of traditions and historical contexts as well as the exploration of indigenous methods and aesthetics.

GenEd: C1, C3b and Interdisciplinary

**2. Mode of Instruction.**

	<b>Units</b>	<b>Hours per Unit</b>	<b>Benchmark Enrollment</b>
Lecture	___3___	___1___	___30___
Seminar	_____	_____	_____
Laboratory	_____	_____	_____
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 sections C1 or C3b.

This course is an exploration of the formal characteristics and cultural meanings of select art traditions across the world as well as a discussion of multicultural art movements within the U.S. While looking at some distinct art traditions steeped in their original cultural contexts ( Balinese sculpture and paintings, African textiles and masks, Mexican religious iconography and copper-making, Islamic calligraphy, Pueblo jewelry and U.S. urban street art) we will think about, talk about and engage with the meaning of cultural heritage, multiculturalism, ethnic voices, art as identity and the politics of art. In particular we will weigh the importance of cultural context and aesthetics in understanding, interpreting and appreciating a wide range of global art traditions as they cross cultural barriers and respond to the dynamics of time/space changes.

This course examines the identity and meaning of various cultures in past and contemporary times from the perspective of various disciplines such: art and art history, anthropology, history, and communication. The contemporary concept of multiculturalism derives from a series of developments in which art history, anthropology, history, and communication are intertwined and play crucial roles in establishing the meaning and value of this complex term.

Specific projects used in this course such as poster presentations and mask making engage students in hands-on experience of various cultures. In addition, field trips to local communities and the dialogues established will give the students the opportunity to actively participate in the cultural context of specific artistic traditions. Other tools such class lectures, discussions, class projects and presentations, readings, videos, films, and internet resources will contribute to enhance the student's experiential learning process of this topic.

Learning Objectives

Students will be able to:

- Describe and analyze the connections between multicultural artistic traditions and aspects of diverse cultures.

- Describe and analyze subjective responses and objective reasoning in the assessment of images from various traditions that permeate historical and contemporary culture .
- Critically examine, from various perspectives, how iconography and symbolism interact and define cultural identities.
- Reflect in written and oral form on the various aspects of the different ethnic images in the visual arts.
- Critically analyze the meaning of images within their original context as well as defined by specific cultural, historic and artistic practices.
- Describe objective and subjective modalities of evaluating art within specific and global contexts.
- Develop new ways of looking and thinking about Western and non-Western traditions
- Formulate an interpretative level of analysis based on a comprehensive understanding of cultural contexts.
- Critically examine in comparative ways the formation of meanings in multiple artistic and cultural environments.
- Decipher symbols, cultural and artistic codes
- Apply the knowledge and information in papers and presentations

**4. Is this a General Education Course**                      **YES**                      **NO**  
**If Yes, indicate GE category:**

<b>A (English Language, Communication, Critical Thinking)</b>	
<b>B (Life Sciences)</b>	
<b>C (Fine Arts, Literature, Languages &amp; Cultures)</b>	<b>C1, C-3b</b>
<b>D (Social Perspectives)</b>	
<b>E (Human Psychological and Physiological Perspectives)</b>	

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

I  
Formal Constraints:  
Islam and Arabic Calligraphy

II  
Middle Eastern Art Traditions  
The Meanings of Tradition

III  
The Complex Interlacing of Culture and Art: Bali  
Film: Three Worlds of Bali

IV  
Balinese Artistic Traditions Cont.  
Introduction to Symbolic Analysis

V  
Cultural and National Identity  
La Virgen of Guadeloupe, Mexico  
***Hands-on project: Mexican Clay Icons***

VI  
Mexican Art Traditions Cont.

## Continuities and Change

### VII

Pueblo Jewelry

***Hands-on project: Creating Indigenous Jewelry***

### VIII

West African Popular Art Traditions: Humor and Irony

### IX

Crossing Boundaries

Kente Cloth from Ghana

### X

Multicultural Art in Urban America:

Is Graffiti Tradition? Art? Ethnic?

### XI

Film: Style Wars – The origins of Graffiti Art

***Hands-on project: Painting Graffiti on Boards.***

### XII

Recycled Art: Art in response to necessity and globalization

Film: Recycled Art Traditions

### XIII

Student Research Presentations

### XIV

Poster Presentations: Illustrations of Multicultural Art Forms

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

Lippard, Lucy R., *Mixed Blessings, New Art in A Multicultural America*, The New Press: New York. 1990

Stokstad, *A Brief History of Art*, Prentice Hall, 2001

Mackenzie, *Non-Western Art*, Prentice Hall, 1998

Taylor, Charles and Gutmann, Amy, *Multiculturalism*.

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

Irina D. Costache

## **8. Frequency.**

a. Projected semesters to be offered: Fall \_\_\_\_02\_\_ Spring \_\_\_\_03\_\_ Summer \_\_\_\_

## **9. New Resources Required.**

- Computer (data processing), audio visual, broadcasting needs, other equipment
- Library needs
- Facility/space needs

## **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

12-06-02

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Proposer of Course

Date

## GE CRITERIA APPROVAL FORM

Course Number and Title: ART 332 Multicultural Art Movements

Faculty member(s) proposing Course: Irina Costache

**Indicate which of the following GE 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 (UDIGE) may be placed in two GE categories in addition to the UDIGE category.

GE Category	
<input type="checkbox"/>	A1: Oral Communication
<input type="checkbox"/>	A2: English Writing
<input type="checkbox"/>	A3: Critical Thinking
<input type="checkbox"/>	B1: Physical Sciences—Chemistry, Physics, Geology, and Earth Sciences
<input type="checkbox"/>	B2: Life Sciences—Biology
<input type="checkbox"/>	B3: Mathematics—Mathematics and Applications
<input type="checkbox"/>	B4: Computers and Information Technology
<input checked="" type="checkbox"/>	C1: Art
<input type="checkbox"/>	C2: Literature
<input type="checkbox"/>	C3a: Language
<input checked="" type="checkbox"/>	C3b: Multicultural
<input type="checkbox"/>	D: Social Perspectives
<input type="checkbox"/>	E: Human Physiological and Psychological Perspectives
<input type="checkbox"/>	Upper Division Interdisciplinary GE
Lab Included?      Yes <input type="checkbox"/> No <input type="checkbox"/>	

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

This course examines the identity and meaning of various cultures in past and contemporary times from the perspective of various disciplines such: art and art history, anthropology, history, and communication. The contemporary concept of multiculturalism derives from a series of developments in which art history, anthropology, history, and communication are intertwined and play crucial roles in establishing the meaning and value of this complex term.

Specific projects used in this course such as poster presentations and mask making engage students in hands-on experience of various cultures. In addition, field trips to local communities and the dialogues established will give the students the opportunity to actively participate in the cultural context of specific artistic traditions. Other tools such class lectures, discussions, class projects and presentations, readings, videos, films, and internet resources will contribute to enhance the students' experiential learning process of this topic.

C1 category

Students will be able to:

- Describe, understand and analyze the connections between various artistic traditions and other aspects of culture.
- Describe, understand and analyze subjective responses and objective reasoning in the assessment of images from various traditions and multiple cultures.
- Critically examine from various perspectives how iconography and symbolism interact and define cultural identities.
- Reflect in written and oral form on the various aspects of the different ethnic images in visual arts.

- Critically analyze the meaning of images within their original context as well as defined by specific cultural, historic and artistic practices.
- Learn the mechanisms of visual cognitive processes and specific critical methodologies
- Learn objective and subjective modalities of evaluating art within specific and global contexts.
- Develop new ways of looking and thinking about Western and non-Western traditions
- 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
- Apply the knowledge and information in papers and presentations

#### C3b category

Students will be able to:

- Demonstrate knowledge of a wide range of indigenous aesthetics and creative activities illustrated through the study of multiple cultures.
- Participate in multi-ethnic cultural experiences through field trips to artistic, cultural and historical sites that represent diverse communities throughout southern California.
- Create hands-on multicultural art projects representing a wide range of international styles and aesthetics.
- Learn objective and subjective modalities of evaluating art within specific and global contexts.
- Develop new ways of looking and thinking about Western and non-Western traditions
- 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 from a variety of ethnic viewpoints.
- Examine cultural and artistic contexts in which identity is defined
- Apply the knowledge and information in papers and presentations.

#### Upper division interdisciplinary:

Students will be able to:

- Describe, understand and analyze subjective responses and objective reasoning in the assessment of images from various traditions that permeate contemporary culture .
- Critically examine from multiple perspectives how iconography and symbolism interact and define cultural identities.
- Reflect in written and oral form on the various aspects of the different ethnic images in visual arts.
- Critically analyze the meaning of images within their original context as well as defined by specific cultural, historic and artistic practices.
- Learn the mechanisms of visual cognitive processes and specific critical methodologies
- Learn objective and subjective modalities of evaluating art within specific and global contexts.

- Express their opinion in extensive written assignments (journals, group papers and formal analysis/paper presentations)