

NEW COURSE PROPOSAL

PROGRAM AREA: ART /PSYCHOLOGY

- 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 338. PSYCHOLOGY OF ART AND ARTISTS (3)

Three hours lecture per week.

An inquiry into the mind of the artist and the psychological dynamics that underlie the creative process. Emphasis is placed on deciphering personal allegory and universal symbolism hidden within a wide range of visual and conceptual genre in painting, sculpture, film and music. The self-image of the artist will be examined from private and public point of view.

GenEd: C1, E and Interdisciplinary (Same as PSY 338)

PSY 338. Psychology of Art and Artists (3)

Three hours lecture per week.

An inquiry into the mind of the artist and the psychological dynamics that underlie the creative process. Emphasis is placed on deciphering personal allegory and universal symbolism hidden within a wide range of visual and conceptual genre in painting, sculpture, film and music. The self-image of the artist will be examined from private and public point of view.

GenEd ID: C1, E and Interdisciplinary (Same as ART 338)

2. Mode of Instruction.

	Units	Hours per Unit	Benchmark Enrollment
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 or three units of upper division Psychology for the Psychology Major. It is also available to the student seeking to fulfill General Education credit in sections C1 or E.

This upper division interdisciplinary GE course is an elective in the art major. The course is an analysis of the role of individual creativity and public perception and the visual and conceptual implications of the artist's personal identity. Each time the course will be offered it will use five or six specific artists from different time periods and cultures as case studies. Students will be able to: 1.) Examine the inner mechanisms of the creative process 2.) Analyze the idiosyncrasies of the representation of the self in art 3.) Investigate the relationships between symbolism and hidden individual meanings. 4.) Understand the connections between the private and public image of the artist 5.) Evaluate the relationships between psychology, art and artists.

Learning Objectives

Students will be able to:

- Describe and analyze the connections between art, psychology, history and the individual within specific art historical methodologies and practices
- Evaluate the ways in which the art world and popular culture has defined artists
- Demonstrate the role of literature, mass media, museum, galleries and other art institutions in establishing the image and identity of the artist
- Analyze the relationship between individual psychological issues, creativity and public persona
- Reflect in written and oral form on the various images and identities of artists in Western and non-Western traditions
- Evaluate, from various perspectives, the role of artists in contemporary culture
- Demonstrate the development of artistic identity within the specificity of art historical practices
- Describe and analyze the specificity of art making
- Describe the development of artists image and identities within the specificity of art history practices and critical methodologies

- A. Getty Museum
B. Los Angeles County Museum
C. Museum of Contemporary art, Los Angeles

- F. Visiting experts/scholars will augment presentations
 A. Art Historians
 B. Behavior specialists

Sample of artists to be analyzed:

Andy Warhol
Chris Burden
Edward Munch
Francisco Goya
Frida Kahlo
Gina Paine
Heronomyus Bosch
Jackson Pollack
Jean Michael Basquiat
Mark Kostabi
Michelangelo Bronuoratti
Michelangelo de Caravaggio
Salvador Dali
Sandro Botticelli
Vincent van Gogh
Vito Anconci

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

Bayles, David. *Art & Fear*, Consortium books, 2001
Maisel, Eric. *The van Gogh Blues*. Rosdale Press, 2002
McNiff, Shaun. *Trust the Process: An Artists Guide to Letting Go*, Shamnhala Publications, 1998
Prose, Francine. *Lives of the Muses: Nine Women and the Artists They Inspired*, Harper Collins, 2002
Redfield, Kay. *Touched With Fire: Manic Depressive Illness and the Artistic Temperament*. Touchstone Books, 1996

7. List Faculty Qualified to Teach This Course.

Jack Reilly, MFA, Professor of Fine Arts
Kevin Volkan, PHD, Professor of Psychology

8. Frequency.

- a. Projected semester to be offered: Fall X

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.

Jack Reilly, MFA, Professor of Fine Arts

Kevin Volkan, PHD, Professor of Psychology

Proposer of Course

Date

GE CRITERIA APPROVAL FORM

Course Number and Title:

ART/PSY 338. Psychology of Art and Artists (3)

Faculty Member(s) Proposing Course: Jack Reilly, MFA Professor of Fine Arts

Kevin Volkan, PHD, Professor of Psychology

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
x	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 e art, psychology and the individual within specific methodologies and practices
- Evaluate the ways in which the "art world" and popular culture has defined artists
- Examine the role of literature, mass media, museums, galleries and other art institutions in establishing the image and identity of the artist
- Analyze the relationship between individual psychological issues, creativity and public persona
- Reflect in written and oral form on the various images and identities of artists in Western and non-Western traditions
- Examine from various perspectives the role of artists in contemporary culture

- Critically analyze the development of artists' images and identities within the specificity of art history practices and critical methodologies
- Analyze the historical, psychological, and cultural components relevant to defining the identity and image of artists in past and present times
- Analyze from various perspectives the psychological, historical and cultural implications of the creative process
- Apply the knowledge and information to papers and presentations

Upper division interdisciplinary

Students will be able to:

- Describe, understand and analyze the connections between art, psychology, history and the individual within specific art historical methodologies and practices
- Evaluate the ways in which the art world and popular culture has defined artists
- Examine the role of literature, mass media, museum, galleries and other art institutions in establishing the image and identity of the artist
- Analyze the relationship between individual psychological issues, creativity and public persona
- Analyze the role art institutions have played in defining and promoting artists
- Reflect on possibilities for new projects
- Express their opinion in extensive written assignments (journals, group papers and formal analysis/paper presentations)
- Analyze from various perspectives the psychological, cultural and cultural implications of the creative process