

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

NEW COURSE PROPOSAL

PROGRAM AREA ART/ENGLISH

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.]*

ENGL 431 European Renaissance Literature and Art (3)

Three hours lecture/discussion per week

Prerequisite: ENGL 103 or 105 or equivalent

The Renaissance of the 15th and 16th centuries in Europe and England provided the world with a new way of looking at humankind and our surroundings. By reading the literature of this period and studying the art produced during that time, we will gain an understanding of this "re-birth" of the human spirit and a better understanding of the legacies of the Renaissance artists and writers. Same as ART 431. GenEd-ID: C1, C2

2. Mode of Instruction.

	Units	Hours per Unit	Benchmark Enrollment
Lecture	<u>3</u>	<u>1</u>	<u>25</u>
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]*

This is an upper-division interdisciplinary General Education course; it is an elective in the English major and in the Art major.

Learning objectives:

Upon completion of the course, student should be able

- 1) To demonstrate, in writing and discussion, an understanding of the texts assigned.
- 2) To demonstrate, in writing and discussion, an understanding of the stylistic development of Renaissance works of art.
- 3) To demonstrate, in writing and discussion, an understanding of the historical period to which the literary texts and works of art belong.
- 4) To demonstrate, in writing and discussion, an understanding of the social, cultural, and political issues out of which the literary
- 5) texts and works of art arise.

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

A (English Language, Communication, Critical Thinking)	
B (Mathematics & Sciences)	
C (Fine Arts, Literature, Languages & Cultures)	C1, C2
D (Social Perspectives)	
E (Human Psychological and Physiological Perspectives)	
Upper-Division Interdisciplinary	X

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

How to read an artwork historically and iconographically	How to read semiotically, Helgerson , "The Land Speaks," Virginia maps
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State and Private Patronage in the Trecento	Dante, <i>Inferno</i>
N/A	Dante, <i>Vita Nova</i> Petrarch, <i>Canziones</i>
The New Style in Early Quattrocento Florence and Alberti's Treatise on Painting	N/A
Style and Religious Climate in Fifteenth Century Flanders	More, <i>Utopia</i>
Secular Patronage and Humanist Iconography	Wyatt Sonnets 1-5, 8-9, 17 in <i>Silver Poets</i>
Male and Female Portraiture of the Quattrocento	Sidney, "Astrophil and Stella" sonnets
Midterm	
The High Renaissance in Milan and Florence	Sidney, <i>Defense of Poesie</i>; selections from <i>Castiglione, Alberti and Macchiavelli</i>; <i>The Prince</i>; begin Shakespeare, <i>The Tempest</i>
Pope Julius II as Patron in High Renaissance Rome	Shakespeare, <i>The Tempest</i>
Style, Iconography and Patronage in Cinquecento Venice	Shakespeare's Sonnets
Reformation and Counter-Reformation Art and the Celebration of the "Church Triumphant"	Intro to <i>Richard II</i> (read for 11/27)
The Art of Baroque Rulers	Shakespeare's <i>Richard II</i>
Looking forward: Dutch Art of the Seventeenth Century	The end of absolute monarchs

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

Hartt, Frederick. *History of Italian Renaissance Art*, 4th ed. (Harry N. Abrams, 1994)
Petrarch, *Selections from the Canziones* (Oxford, 1999)
Dante, *Inferno* (Signet, 2001)
Machiavelli, *The Prince* (Bantam, 1990)
Thomas More, *Utopia*
Douglas Brooks-Davies, *Silver Poets of the Sixteenth Century* (Everyman, 1994)
Philip Sidney, *Defense of Poetry and Sonnets or Selected Prose & Poetry*
William Shakespeare, *Sonnets*, Ed. Stephen Booth (Yale UP, 2000)
William Shakespeare, *Richard the Second*
William Shakespeare, *The Tempest*

7. List Faculty Qualified to Teach This Course.

Jacque Kilpatrick
Irina Costache

8. Frequency.

a. Projected semesters to be offered: Fall _____ Spring ___1___ Summer _____

9. New Resources Required.

- a. Computer (data processing), audio visual, broadcasting needs, other equipment
- b. Library needs
- c. 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.

____ Jacquelyn Kilpatrick & Irina Costache _____ 1-2-03 _____
Proposer of Course Date

Approvals

Program Coordinator _____ Date _____

GE Committee Chair _____ Date _____
(If applicable)

Curriculum Committee Chair _____ Date _____

Dean _____ Date _____

Effective Semester: _____

**California State University Channel Islands
New Course Proposal Consultation Sheet**

1. Course prefix, number, title, and units: _____

2. Program Area: _____

Recommend Approval

Program Area/Unit	Program/Unit Coordinator	YES	NO (attach objections)	Date
Art				
Business & Economics				
Education				
ESRM				
Humanities				
Liberal Studies				
Mathematics & CS				
Sciences				
Library*				
Information Technology*				

* If needed

GE CRITERIA APPROVAL FORM

Course Number and Title: Art/English 431 European Renaissance Literature and Art

Faculty member(s) proposing Course: Irina Costache and Jacquelyn Kilpatrick

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 checked="" type="checkbox"/>	C2: Literature
<input type="checkbox"/>	C3a: Language
<input type="checkbox"/>	C3b: Multicultural
<input type="checkbox"/>	D: Social Perspectives
<input type="checkbox"/>	E: Human Physiological and Psychological Perspectives
<input checked="" type="checkbox"/>	Upper Division Interdisciplinary GE
Lab Included? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	

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

Category C1

Students will be able to:

- Describe, understand and analyze the connections between the art, literature and history.
- Describe, understand and analyze subjective responses and objective reasoning in the assessment of visual images and textual analysis.
- Critically examine from various perspectives how religious iconography and secular symbolism interact in visual and textual format.
- Reflect in written and oral form on the various aspects of the visual and textual culture.
- Describe and analyze the processes of making, looking analyzing and disseminating art and literature.
- Critically analyze the meaning of images and text within their original context as well as defined by art historical and literary practices
- Critically evaluate and analyze the processes of creating art and literature.
- Learn the mechanisms of visual and textual cognitive processes and critical methodologies

- Develop new ways of looking and thinking about images and texts.
- Learn how to formulate an interpretative level of analysis based on a comprehensive understanding of art and literature.
- Examine in comparative ways the formation of meanings in art and literature.

Category C-2 Literature courses shall:

- Involve the student with literary works
A major portion of the work of this course will consist of the reading of literary works.
- Promote students' ability to effectively analyze and respond to works of human imagination
Students will be asked in discussion and writing to explain their analyses of the texts.
- Require substantive analytical/critical writing
Both in-class and out-of-class writing will be required.

Upper division interdisciplinary

Students will be able to:

- Describe, understand and analyze subjective responses and objective reasoning in the assessment of visual images and text.
- Critically examine from various perspectives how religious iconography and secular symbolism interact and are defined in culture by art and literature.
- Reflect in written and oral form on the various aspects of the visual and textual culture and related institutions
- Critically analyze the meaning of images and texts within their original context as well as defined by art historical and literary practices
- Learn the mechanisms of visual and textual cognitive processes and critical methodologies
- Learn how to formulate an interpretative level of analysis based on a comprehensive understanding of art and literature
- Critically examine in comparative ways the formation of meanings in art and literature
- Express their opinion in extensive written assignments (journals, group papers and formal analysis/paper presentations)