

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

COURSE MODIFICATION PROPOSAL

Courses must be submitted by October 15, 2012, and finalized by the end of the fall semester to make the next catalog (2013-14) production

DATE (CHANGE DATE EACH TIME REVISED): 10/14/12 (REV. 10/23/12; REV. 11/01/12); REV 12.3.12GE; REV 12.5.12

PROGRAM AREA(S): ART

Directions: All of sections of this form must be completed for course modifications. Use YELLOWED areas to enter data. All documents are stand alone sources of course information.

1. Indicate Changes and Justification for Each. [Mark all change areas 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, X Staffing formula and enrollment limits, Prerequisites/Corequisites, X Catalog description, X Mode of Instruction, X Course Content, X Course Learning Outcomes, X References, X GE, Other, Reactivate Course

Justification: ART 330 has been revised to eliminate areas of overlap with the recently established ART 101, to refine ART 330's focus on skills of critical thinking and visual analysis in an upper-division interdisciplinary context, and to expand its GE categories from C-1 to include UDIGE. We have also updated the benchmark enrollment and the list of qualified faculty.

2. Course Information.

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

OLD

Prefix ART Course# 330
Title Critical Thinking in a Visual World
Units (3)
3 hours lecture per week
hours blank per week

- X Prerequisites: Junior Standing and Consent of Instructor
Consent of Instructor Required for Enrollment
Corequisites:

Catalog Description (Do not use any symbols):

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 psychological impact of corporate logos, religious iconography and secular symbolism. The genesis of cultural icons are investigated from a historical perspective in relationship to their role in a global society.

General Education Categories: C1; Interdisciplinary
Grading Scheme (Select one below):

- X A - F
Credit/No Credit
Optional (Student's Choice)

Repeatable for up to units
Total Completions
Multiple Enrollment in Same Semester Y/N N
Course Level:

NEW

Prefix ART Course# 330
Title Critical Thinking in a Visual World
Units (3)
3 hours lecture per week
hours blank per week

- X Prerequisites: Junior Standing or Consent of Instructor
Consent of Instructor Required for Enrollment
Corequisites:

Catalog Description (Do not use any symbols):

A critical look at subjective responses and objective reasoning in the assessment of visual and architectural images that permeate historical and contemporary life. Comparative studies evaluate the social and 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.

General Education Categories: C1; UDIGE
Grading Scheme (Select one below):

- X A - F
Credit/No Credit
Optional (Student's Choice)

Repeatable for up to units
Total Completions
Multiple Enrollment in Same Semester Y/N N
Course Level:

X Undergraduate  
 Post-Baccalaureate  
 Graduate

X Undergraduate  
 Post-Baccalaureate  
 Graduate

3. 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	<u>3</u>	<u>1</u>	<u>30</u>	Y	Lecture	<u>3</u>	<u>1</u>	<u>40</u>	Y	<input type="checkbox"/>
Seminar	<input type="checkbox"/>	<u>1</u>	<input type="checkbox"/>	<input type="checkbox"/>	Seminar	<input type="checkbox"/>	<u>1</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lab	<input type="checkbox"/>	<u>3</u>	<input type="checkbox"/>	<input type="checkbox"/>	Lab	<input type="checkbox"/>	<u>3</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activity	<input type="checkbox"/>	<u>2</u>	<input type="checkbox"/>	<input type="checkbox"/>	Activity	<input type="checkbox"/>	<u>2</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Field Studies	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Field Studies	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indep Study	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Indep Study	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other blank	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Other blank	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Online	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Course Attributes:

X **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)**

- X C-1 Art
- C-2 Literature Courses
- C-3a Language
- C-3b Multicultural

**D (Social Perspectives)**

**E (Human Psychological and Physiological Perspectives)**

- X UDIGE/INTD Interdisciplinary
- X 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).

Online Course (Answer YES if the course is ALWAYS delivered online).

5. 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. 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 visuality 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 visuality. 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.)

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

**NEW**

This upper-division art history course introduces students to interconnected issues in the creation, dissemination, function, and analysis of visual culture, including architecture. It emphasizes the ways in which visuality has been constructed and defined in historical, contemporary, and global cultures. Activities, discussions, readings, and lectures explore the processes by which various cultures have looked at, reflected on, and responded to visuality. Through cross-chronological and cross-cultural examples, students will understand visual culture's complexity, investigate its significance within diverse contexts, and learn different methodologies for examining visual culture. Students will also gain skills needed to formulate their own informed opinions and critical evaluations of visual components of contemporary culture.

This course offers art majors richer options in fulfilling their major requirements and provides other students with an upper-division GE and elective opportunity. This course will enable and challenge students to acquire knowledge in art history, history, psychology, cultural studies, and allied fields; to think critically about subjective and objective responses to works of art; to learn key ideas, issues, and methods within visual culture studies and related fields; and to apply interdisciplinary knowledge and methods to the interpretation of historical and contemporary visual culture.

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

**Submit Program Modification if this course changes your program.**

**6. Student Learning Outcomes.** (List in numerical order. Please refer to the Curriculum Committee's "Learning Outcomes" guideline for measurable outcomes that reflect elements of Bloom's Taxonomy: <http://senate.csuci.edu/comm/curriculum/resources.htm>. The committee recommends 4 to 8 student learning outcomes, unless governed by an external agency (e.g., Nursing).

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

**OLD**

- 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

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

**NEW**

- Identify and describe works and processes of human creativity in the visual arts, architecture, and visual culture
- Describe and critically assess subjective responses and objective reasoning in the interpretation of works of human creativity (SP 06-06rev 6.2)
- Access and evaluate information and its sources effectively and efficiently
- Analytically position works of human creativity within historical, contemporary, and global contexts, applying information and methods from a range of fields (e.g., art history, history, cultural studies). (SP 06-06rev 1.1c)
- Apply knowledge and skills gained in this course to real-life situations
- Write effectively in various forms (SP 06-06rev 4.2)

situation in papers and presentations

7. **Course Content in Outline Form.** (Be as brief as possible, but use as much space as necessary)

**OLD**

- 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

**NEW**

- Week 1-2  
Art, Art History and visual culture  
Looking at/thinking about images and art
- Week 3-4  
The circulation of art and images across time  
and cultures
- Arts institutions
- Week 5-6  
Reading images in contemporary culture  
Art and advertisements
- Week 7-10  
Reading art: symbols and signs across time and  
culture  
Identity and visual representation
- Week 11-13  
Meanings in Architecture (structures, urban  
planning, and decorations)
- Week 14  
Art, Art History and electronic/ mass media as  
tools and/or new aesthetics
- Week 15  
Conclusion

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.

8. **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:
- C. Program responsible for staffing:

9. References. [Provide 3-5 references]

**OLD**

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

**NEW**

Kocur, *Global Visual Cultures: An Anthology*, Wiley, 2011  
Manovich, *The Language of the New Media*, MIT, 2002  
McEnroe & Pokinski, eds., *Critical Perspectives on Art History*, Prentice Hall, 2001  
Perkins, *The Intelligent Eye*, Getty Publication, 2001  
Vaz and Barron, eds. *The Invisible Art*, Watson-Guptill, 2001

10. Tenure Track Faculty qualified to teach this course.

- Irina D. Costache
- Luke Matjas
- Alison Perchuk
- Jack Reilly

11. Requested Effective Date or First Semester offered: F13

12. 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.)

Streaming media (as already done for CI Learn)

C. Facility/Space/Transportation Needs:

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

E. Other.

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 1, 2012** of preceding year.

Priority deadline for Course Proposals and Modifications: **October 15, 2012**.

Last day to submit forms to be considered during the current academic year: **April 15<sup>th</sup>**.

Alison L. Perchuk

**11/01/12**

Proposer(s) of Course Modification

Date

Type in name. Signatures will be collected after Curriculum approval.

GE Committee response to your request have ART330: Critical Thinking in a Visual World added to C1: Art

Approved by 2012-2013 Committee:

Janet Rizzoli

Geoffrey Buhl

Catherine Burriss

Claudio Paiva

Kathy Musashi

Todd Oberson

Debra Hoffmann

Gina Farrar

Rachel Danielson

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Request Submitted  
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Course: ART330 Critical Thinking in a Visual World

Area: C1 Art

Date Submitted: 9/27/2012 11:01:30 AM

Date Approved: 12/3/2012 3:03:14 PM

1. Develop students' ability to respond subjectively as well as objectively to experience

Class sessions discuss differences between, on the one hand, personal aesthetic judgments and opinions and interpretations of works of art and architecture based on a viewer's own personal and cultural context, and, on the other hand, critical responses informed by knowledge and analysis of contexts surrounding a work's original creation or contemporary display. These distinctions are reinforced through targeted readings, in-class activities, field trips, and formal written/oral presentations.

2. Cultivate and refine students' affective, cognitive, and physical faculties through studying great works of the human imagination

ART 330 will introduce students to a range of works of art and architecture created across time and in local and global cultures. Examples from contemporary California, North American, and global cultures will be balanced with exploration of seminal artworks and monuments (e.g., Walt Disney Concert Hall, Parthenon, Taj Mahal).

3. Increase awareness and appreciation in the traditional humanistic disciplines such as art, dance, drama, literature, and music

This course focuses on the study of works of visual arts and architecture, exploring their creation, historical functions, and roles in contemporary global society. Students will learn to view, describe, analyze, interpret, and appreciate works of art and architecture in a classroom setting and via one or more field trips in Southern California.

4. Examine the interrelationship between the creative arts, the humanities, and self

The course adopts an interdisciplinary approach to understanding works of art and architecture, and the contexts within which they were created and have operated historically and today. In doing so, it requires students to grapple with the ways in which the arts and architecture respond to and establish human environments and individual and collective identities.

5. Include an exposure to world cultures

ART 330 will consider works of art and architecture created within a range of global cultures and through history, and will explore how those works functioned within their original contexts and within today's global art world and society.

6. Impart knowledge and appreciation of the visual and performing arts

This course focuses on the study of works of visual arts and architecture, exploring their creation, historical functions, and roles in contemporary global society. Students will learn to view, describe, analyze, interpret, and appreciated works of art and architecture in a classroom setting and via one or more field trips in Southern California.

7. Promote students' ability to effectively analyze and respond to works of human imagination

ART 330 will introduce students to a range of works of art and architecture created across time and in local and global cultures. Examples from contemporary California, North American, and global cultures will be balanced with exploration of seminal artworks and monuments (e.g., Walt Disney Concert Hall, Parthenon, Taj Mahal). Students will learn to view, describe, analyze, interpret, and appreciated works of art and architecture in a classroom setting and via one or more field trips in Southern California.

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GE Committee response to your request have ART330: Critical Thinking in a Visual World added to UDIGE: Upper Division Interdisciplinary GE

Approved by 2012-2013 Committee:

Janet Rizzoli

Geoffrey Buhl

Catherine Burriss

Claudio Paiva

Kathy Musashi

Todd Oberson

Debra Hoffmann

Gina Farrar

Rachel Danielson

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Request Submitted  
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Course: ART330 Critical Thinking in a Visual World

Area: UDIGE Upper Division Interdisciplinary GE

Date Submitted: 9/27/2012 11:01:32 AM

Date Approved: 12/3/2012 3:03:53 PM

1. Emphasize interdisciplinarity by integrating content, ideas, and approaches from two or more disciplines

Informed analysis and interpretation of works of visual art, architecture, and visual culture integrates vocabulary, information, ideas, and methods from multiple disciplines, including: knowledge of art and architectural history and visual/material culture studies (visual description, formal and material analysis, historical and cultural taxonomies, iconography); history and cultural studies (historical, political, economic, religious, psychological, popular, and other cultural contexts; gender; the formation and maintenance of individual and communal identities); and business studies (advertising, arts institutions and organizations, the global art market).

2. Include substantive written work consisting of in-class writing as well as outside class writing of revised prose. Examples of appropriate written work include: short papers, long papers, term papers, lab reports, documentation, disciplinary-based letters and memos, and essays.

Students in ART 330 will write consistently across the semester in and outside of class, and will complete a range of assignments including: visual descriptions and formal analyses of works of art, architecture, and visual culture; short critical reflections on readings, films, exhibitions, etc., and on contemporary issues and problems; and papers requiring research and analysis of works of art or architecture within their historical and/or contemporary contexts.

# Approval Sheet

## Course: ART 330: Critical Thinking in a Visual World

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.

The CI program review process includes a report from the respective department/program on its progress toward accessibility requirement compliance. By signing below, I acknowledge the importance of incorporating accessibility in course design.

Program Chair		
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Signature

Date

Program Chair		
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Signature

Date

Program Chair		
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Signature

Date

General Education Chair		
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Signature

Date

Center for Intl Affairs Director		
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Signature

Date

Center for Integrative Studies Director		
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Signature

Date

Center for Multicultural Engagement Director		
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Signature

Date

Center for Civic Engagement and Service Learning Director		
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Signature

Date

Curriculum Chair		
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Signature

Date

AVP		
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Signature

Date