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| For Academic Affairs and Research Use Only | |
| Proposal Number |  |
| CIP Code: |  |
| Degree Code: |  |

**New or Modified Course Proposal Form**

**[X] Undergraduate Curriculum Council**

**[ ] Graduate Council**

|  |
| --- |
| **[X]New Course, [ ]Experimental Course (1-time offering), or [ ]Modified Course (Check one box)** |

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

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| --- | --- |
| Shelley Gipson 2/20/2020 **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| Temma Balducci 2/21/2021 **Department Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Head of Unit (if applicable)** |
| |  |  | | --- | --- | | Mary Elizabeth Spence | 2/24/2020 | | **Office of Assessment** |  | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| Warren Johnson 2/26/2020 **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
| Gina Hogue. 2/26/2020 **College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Vice Chancellor for Academic Affairs** |
| |  |  | | --- | --- | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Enter date |   **General Education Committee Chair (if applicable)** |  |

1. **Contact Person (Name, Email Address, Phone Number)**

Shelley Gipson, Dept. of Art + Design, sgipson@astate.edu, 870.972.3753

1. **Proposed starting term and Bulletin year for new course or modification to take effect**

Fall 2020, 2020-2021 Bulletin

**Instructions:**

*Please complete all sections unless otherwise noted. For course modifications, sections with a “Modification requested?” prompt need not be completed if the answer is “No.”*

|  |  |  |
| --- | --- | --- |
|  | **Current (Course Modifications Only)** | **Proposed (New or Modified)**  *(Indicate “N/A” if no modification)* |
| **Prefix** |  | **ARTH** |
| **Number\*** |  | **4313** |
| **Title** |  | **Special Topics in Art History** |
| **Description\*\*** |  | Advanced studies on a topic in the history of art. May be repeated for credit. |

***\**** (Confirm with the Registrar’s Office that number chosen has not been used before and is available for use. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*. )

\*\*Forty words or fewer as it should appear in the Bulletin.

1. **Proposed prerequisites and major restrictions**

(Indicate all prerequisites. If this course is restricted to a specific major, which major. If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

1. **Yes** Are there any prerequisites?
   1. If yes, which ones?

junior level standing; or instructor permission

* 1. Why or why not?

Students need experience in reading and writing at the sophomore level to be successful in this class.

1. **No** Is this course restricted to a specific major?
   1. If yes, which major? Enter text...
2. **Proposed course frequency**

(e.g. Fall, Spring, Summer; if irregularly offered, please indicate, “irregular.”) *Not applicable to Graduate courses.*

Irregular

1. **Proposed course type**

Will this course be lecture only, lab only, lecture and lab, activity (e.g., physical education), dissertation/thesis, capstone, independent study, internship/practicum, seminar, special topics, or studio? Please choose one.

Lecture

1. **Proposed grade type**

What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

Standard Letter

1. **No** Is this course dual-listed (undergraduate/graduate)?
2. **No** Is this course cross-listed?

*(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross-listed course.)*

**a.** – If yes, please list the prefix and course number of the cross-listed course.

Enter text...

**b.** – NO Can the cross-listed course be used to satisfy the prerequisite or degree requirements this course satisfies?

Enter text...

1. **No** Is this course in support of a new program?

a. If yes, what program?

Enter text...

1. **No** Will this course be a one-to-one equivalent to a deleted course or previous version of this course (please check with the Registrar if unsure)?

a. If yes, which course?

Enter text...

**Course Details**

1. **Proposed outline**

(The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

Sample Outline from 4000-level Global Art History

**Week 1**

**Art before Writing – Prehistoric Art**

\* Paleolithic Art, an Introduction; Origins of Rock Art in Africa; Apollo 11 Stones

**Week 2**

**Art before Writing – Neolithic Art in China and Japan**

**Week 3**

**Indus Valley (3300-1500 BCE)**

\* Indus River Valley Civilizations

**Shang and Zhou dynasties (1600-1050 BCE; ca. 1046-256 BCE)**

**Week 4**

**Nubia and the Kerma Culture (2150-1500BCE)**

**Lapita culture (1600 – 500 BCE)**

**Week 5**

**Hopewell and Adena Cultures**

**The rise of Buddhist Art**

**The Silk Road – Buddha on the Move**

**Regional cultures of the ancient Andes**

**Week 7**

**EXAM** **REVIEW**

**MIDTERM EXAM**

**Week 8**

**Earthenware objects**

**Feathers –** **Aztec Featherwork and colonial hybridization**

**Week 9**

**Gold – Silla Kingdom and the Musica of Colombia**

**Metalwork – Ife bronzes and Japanese steel swords**

**Week 10**

**Ivory – Sri Lankan hybrids and Japanese Netsuke**

**Space – Social Places in the Americas**

**Week 11**

**North American Contacts**

**Day at the Museum** – Meet at the Arkansas State University Museum (bring paper and pencil)

**Week 12**

**The Kingdom of Benin – Negotiating with the Other**

**Mughal Painting - A mix of Influences**

**Week 13**

**Edo Period Japan – Looking out and looking in**

**Polynesia – Traversing the Oceans and Coming Home**

**Week 14**

**Global Modernisms**

**Art of Today – Global View**

**Week 15**

**Exploration of a Movement**

1. **Proposed special features**

(e.g. labs, exhibits, site visitations, etc.)

None

1. **Department staffing and classroom/lab resources**

No modifications needed

1. Will this require additional faculty, supplies, etc.?

No new faculty needed

1. **No** Does this course require course fees?

*If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.*

**Justification**

**Modification Justification (Course Modifications Only)**

1. Justification for Modification(s)

Enter text...

**New Course Justification (New Courses Only)**

1. Justification for course. Must include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

Special Topics will allow faculty to teach multiple students (unlike Independent Study) a specific course in a topic not covered by our curriculum as described in the bulletin. Examples of this might include Non-Western Art at the 4000-level, Art in Conflict: the Ivory Trade, The Gaze in Post-Haussman Visual Culture, Printmaking as Social Change and cross-disciplinary courses.

In Special Topics in Art History:

1. Students will gain a familiarity with a particular style or topic in art history
2. Students will be able to write critically about that topic

b. How does the course fit with the mission of the department? If course is mandated by an accrediting or certifying agency, include the directive.

The Department of Art + Design is dedicated to the creative, aesthetic and cultural development of visual art students that builds upon a well-rounded liberal arts education. The faculty prepares its students to assume leadership positions in their professional lives while maintaining a commitment to the conceptual and aesthetic standards of their chosen discipline. The department develops and supports a nurturing creative community that builds confidence through academic rigor and provides an environment in which students can build and refine their craft, develop critical thinking skills, and realize their full potential. Graduates of the Department of Art + Design join the community as socially responsible artists, designers, educators and historians ready to contribute to diverse and changing creative fields.

The Art History Curriculum has a well-rounded survey of art history with a global perspective. Special Topics will allow students and faculty to explore specific content in historical or contemporary contexts currently unavailable in the bulletin.

c. Student population served.

Art + Design students.

d. Rationale for the level of the course (lower, upper, or graduate).

This is an advanced class. Students need experience in reading and writing at the sophomore level to be successful in this class.

**Assessment**

**Assessment Plan Modifications (Course Modifications Only)**

1. **Yes / No** Do the proposed modifications result in a change to the assessment plan?

*If yes, please complete the Assessment section of the proposal*

**Relationship with Current Program-Level Assessment Process (Course modifications skip this section unless the answer to #19 is “Yes”)**

1. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

For the BA in Art with an Emphasis in Art History, Special Topics may satisfy the Art History 4000-level Elective requirement. The PLSOs for that course are:

PLO1 Emphasis/Reinforce

Content Knowledge: *Students will demonstrate familiarity with the stylistic qualities for major works of art through written attributions.*

PLO2 Reinforce

*Critical Thinking Skills: SWBAT critically evaluate a work of art utilizing formal analytical skills and an understanding of historical context, demonstrating their command of the elements of art (including terminology) to read the content of the objects (visual literacy).*

PLO3 Introduce

Research: *Students will produce a research project using current methodologies that will be presented to the faculty and evaluated for quality and contribution to the field.*

Emphasis - Student should have brought basic content/skill to the class. Instruction concentrates on enhancing content/strengthening skill, adding new content material, and building more complex skills based on entrance benchmark.

Reinforce - Student brings reasonable knowledge and skill to the situation as a result of knowledge/skill being introduced and/or emphasized at some previous point in their educational career. Instructional activity continues to build upon previous benchmarks and reinforce knowledge/skill.

Introduce - Student is not familiar with content/skill/behavior. Instruction concentrates on introducing students to the content area/skill and brings them to some predetermined entrance benchmark.

1. Considering the indicated program-level learning outcome/s (from question #20), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

*For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.*

|  |  |
| --- | --- |
| **Program-Level Outcome 1 (from question #23)** | Content Knowledge – Students will demonstrate familiarity with the stylistic qualities for major works of art through written attributions. |
| Assessment Measure | Direct: Attribution of period/style and possible artists for 6 unknown images, where students make an argument for identification using comparative objects or buildings. Successful students will appropriately identify 4 of 6 images.  Indirect: In Research Capstone, students complete an exit survey. Alumni survey every 3 years. |
| Assessment  Timetable | ARTH 2890-Content Knowledge Review, where the assessment takes place. Prerequisites are a grade of B or better in ARTH 2583 and ARTH 25893. Offered every Fall.  Year 1 (2016-2017) on a three year cycle. |
| Who is responsible for assessing and reporting on the results? | Art History Faculty report to A+D Assessment Coordinator |

*(Repeat if this new course will support additional program-level outcomes)*

**Course-Level Outcomes**

1. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

|  |  |
| --- | --- |
| **Outcome 1** | Students will gain a familiarity with a particular style |
| Which learning activities are responsible for this outcome? | Lecture, reading, discussion |
| Assessment Measure | Worksheets, projects, state of the field paper graded by rubric, and exams |

*(Repeat if needed for additional outcomes)*

**Bulletin Changes**

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| --- |
| **Instructions** |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Please include a before (with changed areas highlighted) and after of all affected sections.**  **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.** |

**Undergraduate Bulletin 2019-2020, p. 429 current**

**ARTH 3890. Critical Thinking Review** Assessment course for BA major in Art (emphasis in Art History) that will review critical thinking and writing skills; must be taken prior to enrollment in 4000-level courses. Restricted to BA in Art, emphasis in Art History majors. Fall, Spring.

**ARTH 4013. History of the Museum and Collecting** History of collecting and the museum as an institution, from private collections in the Dutch Republic to contemporary issues in museology. Prerequisites, junior level standing; or instructor permission. Fall, even.

**ARTH 4233. Gender and the Body in Modern and Contemporary Art** Athematiclookatthemany ways the human body has been represented in visual culture from the early 19th century to the present day with a focus on both high art and popular culture. Prerequisites, junior level standing; or instructor permission. Cross-listed as WGS 4233. Fall, odd.

**ARTH 430V. Studies in Art History** Individual directed study and investigation of pertinent areas in the history of art. May be repeated for credit. Prerequisites, junior level standing; or instructor permission. Fall, Spring.

**ARTH 4313.** **Special Topics in Art History** Advanced studies on a topic in the history of art. May be repeated for credit. Prerequisites, junior level standing; or instructor permission. Irregular.

**ARTH 4803. Art Theory and Criticism** This course develops a link between art criticism and studio practice, relating contemporary art production and critical theory. Includes written reports and oral presentations concerning methodology and results of research. Prerequisites, a grade of CR in ART 3330; a minimum of 48 hours ART/ARTH courses; or instructor permission. Spring.

**ARTH 4893. Advanced Research** Research and writing of an art historical essay that proves an original thesis; to be completed in the final semester. Restricted to BA in Art, Art History emphasis majors. Prerequisites, 2.75 GPA in all ART/ARED/ARTH courses, a grade of “Credit” in ARTH 2890 and ARTH 3890, 12 hours of ARTH and instructor permission. Fall, Spring.

**Undergraduate Bulletin 2019-2020, p. 429 proposed**

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**ARTH 4313. Special Topics in Art History** Advanced studies on a topic in the history of art. May be repeated for credit. Prerequisites, junior level standing; or instructor permission Fall, Spring.

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