

General Education Review Request

AREA I - HUMANITIES

Course Number & Title: Art 14 - American Art _____

Breadth Criteria:

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

- B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
- B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
- B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
- B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
- B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

Depth Criteria for Area I - Humanities:

The humanities include courses in Arts and Letters that give students knowledge and understanding of significant works of the human intellect and imagination. These works cover all the varieties of human expression through time. Knowledge of the significance of the historical and cultural context in which the works are created and interpreted expands the students' awareness of the human condition, cultivating an appreciation of human values and achievements. Humanities courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.

A course meeting the Humanities requirement incorporates a multidisciplinary approach (drawing from **two or more** of the following - history, literature, philosophy, religion, language, and the arts) as it addresses and explores central questions about the meaning and experience of human life.

A course meeting the Humanities General Education Requirement **must** help students:

- H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;
- H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;
- H3. Develop appreciation for what is significant about human life and its creations;
- H4. Make reasoned judgments that reflect ethical and aesthetic human values;
- H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

In addition, courses **must** identify how they will help students achieve **at least two** of the following learning outcomes:

- H6. Understanding of the ambiguities, vagaries, and value inherent in human language;
- H7. Appreciation of nonverbal communication to be found in the visual and performing arts;
- H8. Recognition of the variety of valid interpretations of artistic expression;
- H9. Appreciation of our common humanity within the context of diverse cultures;
- H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

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Please map each appropriate Course Outcome/Objective from the Course Outline of Record to the appropriate depth and breadth criteria.

Depth Map: Must include the following:

H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;

Matching course objective(s):

(From section 2 unless otherwise noted)

- A. Systematically analyze, examine, and evaluate the overall development of American art including Native American, European American, Latin American and other non-Western (e.g., African, Asian, Pacific Island) contributions to the diversity American art.
- B. Acquire and deepen knowledge of the development of American art as it relates to the diverse social, political, and cultural history of the United States.
- C. Recognize, analyze, and reflect in writing significant aspects of the style, content, and historical context of works of art produced by a broad range of American artists.
- D. Develop an appreciation for and make reasoned judgments regarding the ways that American art may be viewed as an essentially multi-cultural phenomenon, one that reflects human values, ideas, and ideals.
- E. Recognize the ways that social values impact the production of art in historical and contemporary America.

H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;

Matching course objective(s):

- A. Systematically analyze, examine, and evaluate the overall development of American art including Native American, European American, Latin American and other non-Western (e.g., African, Asian, Pacific Island) contributions to the diversity American art.
- B. Acquire and deepen knowledge of the development of American art as it relates to the diverse social, political, and cultural history of the United States.
- D. Develop an appreciation for and make reasoned judgments regarding the ways that American art may be viewed as an essentially multi-cultural phenomenon, one which reflects human values, ideas, and ideals.
- E. Recognize the ways that social values impact the production of art in historical and contemporary America.

H3. Develop appreciation for what is significant about human life and its creations;

Matching course objective(s):

- D. Develop an appreciation for and make reasoned judgments regarding the ways that American art may be viewed as an essentially multi-cultural phenomenon, one that reflects human values, ideas, and ideals.
- E. Recognize the ways that social values impact the production of art in historical and contemporary America.

H4. Make reasoned judgments that reflect ethical and aesthetic human values;

Matching course objective(s):

- B. Acquire and deepen knowledge of the development of American art as it relates to the diverse social, political, and cultural history of the United States.
- D. Develop an appreciation for and make reasoned judgments regarding the ways that American art may be viewed as an essentially multi-cultural phenomenon, one that reflects human values, ideas, and ideals.

H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

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Matching course objective(s):

- C. Recognize, analyze, and reflect in writing significant aspects of the style, content, and historical context of works of art produced by a broad range of American artists.
- E. Recognize the ways that social values impact the production of art in historical and contemporary America.

Depth Map: Additionally, must include at least two of the following:

H6. Understanding of the ambiguities, vagaries, and value inherent in human language;

Matching course objective(s):

- D. Develop an appreciation for and make reasoned judgments regarding the ways that American art may be viewed as an essentially multi-cultural phenomenon, one that reflects human values, ideas, and ideals.

H7. Appreciation of nonverbal communication to be found in the visual and performing arts;

Matching course objective(s):

- B. Acquire and deepen knowledge of the development of American art as it relates to the diverse social, political, and cultural history of the United States.
- D. Develop an appreciation for and make reasoned judgments regarding the ways that American art may be viewed as an essentially multi-cultural phenomenon, one that reflects human values, ideas, and ideals.

H8. Recognition of the variety of valid interpretations of artistic expression;

Matching course objective(s):

- A. Systematically analyze, examine, and evaluate the overall development of American art including Native American, European American, Latin American and other non-Western (e.g., African, Asian, Pacific Island) contributions to the diversity American art.
- B. Acquire and deepen knowledge of the development of American art as it relates to the diverse social, political, and cultural history of the United States.

H9. Appreciation of our common humanity within the context of diverse cultures;

Matching course objective(s):

- A. Systematically analyze, examine, and evaluate the overall development of American art including Native American, European American, Latin American and other non-Western (e.g., African, Asian, Pacific Island) contributions to the diversity American art.
- B. Acquire and deepen knowledge of the development of American art as it relates to the diverse social, political, and cultural history of the United States.
- C. Recognize, analyze, and reflect in writing significant aspects of the style, content, and historical context of works of art produced by a broad range of American artists.
- D. Develop an appreciation for and make reasoned judgments regarding the ways that American art may be viewed as an essentially multi-cultural phenomenon, one that reflects human values, ideas, and ideals.

H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

Matching course objective(s):

- A. Systematically analyze, examine, and evaluate the overall development of American art including Native American, European American, Latin American and other non-Western (e.g., African, Asian, Pacific Island) contributions to the diversity American art.
- C. Recognize, analyze, and reflect in writing significant aspects of the style, content, and historical context of works of art produced by a broad range of American artists.

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- D. Develop an appreciation for and make reasoned judgments regarding the ways that American art may be viewed as an essentially multi-cultural phenomenon, one that reflects human values, ideas, and ideals.
- E. Recognize the ways that social values impact the production of art in historical and contemporary America.

Breadth Mapping: please indicate all that apply (if applicable)

B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research)

Matching course objective(s):

(From section 10)

A. Online students must (and traditional classroom students may) participate in one and one half hours per week of online discussions based on questions posed in weekly lessons. This participation consists of students' postings in answer to written questions provided by the instructor and/or postings in response to other student comments in an online discussion forum.

B. Traditional classroom/online students will visit local museums and view actual works of art in preparation for a written museum report assignment. Time spent on museum visits and the related essay assignment must be at least one and one half hours per week.

(From section 12)

A. Reading Assignments: Reading of one or more textbook chapters for each of the lesson modules (e.g., Chapter 1: European Conquest in America; Chapter 2: Colonization in 16th-18th century America, etc.) plus a related online lesson and summary on the subject. Additional reading and research required for museum report assignment project/paper.

B. Writing Assignments: Weekly essay assignments based on readings in text and lesson modules. Two questions provided for each weekly assignment.

B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).

Matching course objective(s):

(From section 6)

B. Weekly essay assignments based on readings of text and lesson modules online to evaluate ongoing student learning; research paper/museum report essay assignment project may be assigned.

C. Two midterm examinations and a final exam, each of which may consist of any or all of the following: essay, short answer, and objective questions. Tests may cover individual artists, historical traditions and issues related to gender and ethnicity, etc. Examination format may be constructed as follows: slide identification, term definition, short-answer questions, multiple choice questions, and slide comparison essay(s). A research paper or museum report essay assignment may also be assigned to be completed in lieu of the tests or as extra credit.

B3. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

Matching course objective(s):

(From section 6)

A. Discussions based on required readings in text and related online weekly lesson modules. Questions posed in lessons to be discussed in online (written) discussion forums or in traditional classroom.

B. Weekly essay assignments based on readings of text and lesson modules online to evaluate ongoing student learning; research paper/museum report essay assignment project may be assigned.

C. Two midterm examinations and a final exam, each of which may consist of any or all of the following: essay, short answer, and objective questions. Tests may cover individual artists, historical traditions and issues related to gender and ethnicity, etc. Examination format may be constructed as follows: slide identification, term definition, short-answer questions, multiple choice questions, and slide comparison essay(s). A research paper or museum report essay assignment may also be assigned to be completed in lieu of the tests or as extra credit.

(From section 10)

A. Online students must (and traditional classroom students may) participate in one and one half hours per

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week of online discussions based on questions posed in weekly lessons. This participation consists of students' postings in answer to written questions provided by the instructor and/or postings in response to other student comments in an online discussion forum.

B. Traditional classroom/online students will visit local museums and view actual works of art in preparation for a written museum report assignment.

B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).

Matching course objective(s):

A. Systematically analyze, examine, and evaluate the overall development of American art including Native American, European American, Latin American and other non-Western (e.g., African, Asian, Pacific Island) contributions to the diversity American art.

B. Acquire and deepen knowledge of the development of American art as it relates to the diverse social, political, and cultural history of the United States.

C. Recognize, analyze, and reflect in writing significant aspects of the style, content, and historical context of works of art produced by a broad range of American artists.

D. Develop an appreciation for and make reasoned judgments regarding the ways that American art may be viewed as an essentially multi-cultural phenomenon, one that reflects human values, ideas, and ideals.

E. Recognize the ways that social values impact the production of art in historical and contemporary America.

B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

Matching course objective(s):

(From section 10)

A. Online students must (and traditional classroom students may) participate in one and one half hours per week of online discussions based on questions posed in weekly lessons. This participation consists of students' postings in answer to written questions provided by the instructor and/or postings in response to other student comments in an online discussion forum.

B. Traditional classroom/online students will visit local museums and view actual works of art in preparation for a written museum report assignment.

(From section 6)

B. Weekly essay assignments based on readings of text and lesson modules online to evaluate ongoing student learning; research paper/museum report essay assignment project may be assigned.

C. Two midterm examinations and a final exam, each of which may consist of any or all of the following: essay, short answer, and objective questions. Tests may cover individual artists, historical traditions and issues related to gender and ethnicity, etc. Examination format may be constructed as follows: slide identification, term definition, short-answer questions, multiple choice questions, and slide comparison essay(s). A research paper or museum report essay assignment may also be assigned to be completed in lieu of the tests or as extra credit.

(From section 7)

When taught via Foothill Global Access, supplemental lectures, handouts, tests and assignments delivered via e-mail; feedback on tests and assignments delivered via e-mail or internet; class discussion may be delivered in chat rooms, listservers and newsgroups.

Requesting Faculty: Robbie Reid, Ph.D. _____ Date: 1/7/10 _____

Division Curr Rep: _____ Date: _____

**General Education Review Request
AREA I - HUMANITIES**

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Joe Ragey, Sam Connell, Bernie Day

Comments:

The committee has reviewed and approved the above curriculum for HUMANITIES GENERAL EDUCATION.

Approved: X__ Denied:_____ CCC Co-Chair Signature: Joe Ragey_____ Date:2/8/11_____