

WINONA STATE UNIVERSITY
GENERAL EDUCATION PROGRAM APPROVAL FORM

Routing form for General Education Program Course approval.

Course Art 313 Western Art and Culture

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| Department Approval | |
| <u>[Signature]</u> Department Chair | <u>29 Jan 2014</u> Date |
| <u>aplummer@winona.edu</u> e-mail address | |
| Dean's Recommendation <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No* | |
| <u>[Signature]</u> Dean of College | <u>1-30-14</u> Date |
| *If the dean does not approve the proposal, a written rationale should be provided to the General Education Program Subcommittee. | |
| GEPS Recommendation <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved | |
| Chair, General Education Program Subcommittee | Date |
| A2C2 Recommendation <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved | |
| Chair of A2C2 | Date |
| Faculty Senate Recommendation <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved | |
| President of Faculty Senate | Date |
| Academic Vice President Recommendation <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved | |
| Academic Vice President | Date |
| Decision of President <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved | |
| President | Date |
| Please forward to Registrar. | |
| Registrar Date entered | Please notify department chair via e-mail that curricular change has been recorded. |

[Revised 10-22-12]

52/4/14

WINONA STATE UNIVERSITY
PROPOSAL FOR GENERAL EDUCATION PROGRAM COURSES

Department Art Date 1/21/2014

313 Western Art and Culture 3
Course No. Course Name Credits

Prerequisites none

GEP Goal Area(s):*

CORE GOAL AREAS

- ☐ Goal 1: Communication
☐ Goal 3: Natural Science
☐ Goal 4: Mathematics/Logical Reasoning
☐ Goal 5: History and the Social and Behavioral Sciences
☒ Goal 6: The Humanities and Fine Arts

THEME GOAL AREAS

- ☐ Goal 7: Human Diversity
☒ Goal 8: Global Perspective
☐ Goal 9: Ethical and Civic Responsibility
☐ Goal 10: People and the Environment

* Courses may be submitted for up to two Goal Areas.

Additional Requirement Categories (list number of credits desired in appropriate category):

☐ Intensive:

- ☐ 1. Writing
☐ 2. Oral Communication
☐ 3a. Mathematics/Statistics
☐ 3b. Critical Analysis

☐ Physical Development and Wellness

Provide information as specified in the previous directions.

Attach a **General Education Program Approval Form**.

Department Contact Person for this Proposal:

ChunLok Mah
Name (please print)

5394
Phone

cmah@winona.edu
e-mail address

[Revised 9-6-11]

Course Outline Art 313 Western Art and Culture

1. Learning Activities
 - a. Pre-Trip
 - Film & video viewing, discussion, reflective writing
 - Lecture & note-taking
 - Assigned reading & group discussion
 - Basic conversational skills
 - Research for oral presentation at cultural site
 - Pre-trip expectations and assumptions
 - b. During Trip
 - Assigned reading
 - Onsite presentation and/or Postcard project
 - Daily journal writing and/or sketchbook assignment
 - Visual study of primary art forms
 - Daily group discussion and reflection
 - Interaction with local population
 - c. Post-Trip
 - Book Art Project and/or Final Essay Paper
 - Journal Report - reflection of experience
2. History
 - a. Neolithic and/or Archaic periods - 10,000 – 1000 BCE
 - b. Classical Roman era - 509BCE - 476CE
 - c. Medieval period – 500-1440
 - d. Renaissance – 1450-1600
 - e. Baroque and Rococo – 1600-1750
 - f. Neoclassical and 19th century art -1750-1900
 - g. Modern and contemporary – 1900-present
3. Environment
 - a. Large historical/metro city
 - b. Small size historical city
 - c. Countryside and rural village areas
4. Art Forms (selected from the following)
 - a. Stone carving
 - b. Metal sculpture
 - c. Mosaic art
 - d. Sculpture
 - e. Painting
 - f. Drawing
 - g. Calligraphy
 - h. Multimedia
 - i. Performance
 - j. Film
 - k. Architecture
 - l. Music/Opera
 - m. Art restoration
 - n. Fusion art (ancient and modern)
5. Philosophy and Religion
 - a. Traditional ideals
 - b. Religious principles
 - c. Contemporary values
6. Art and Cultural Sites
 - a. Historic site tour
 - b. Museum tour
 - c. Architecture tour
 - d. Contemporary art tour

7. Art-making & practices (optional)
 - a. Postcard project
 - b. Book project
 - c. Painting
 - d. Calligraphy
 - e. Photography
 - f. Plein-air sketching
8. Conventions of Art & Visual Culture
 - a. Perspective and perception of space
 - b. Use of negative space
 - c. Use of materials – charcoal, pen, paint, fresco, watercolor, brush, ink, etc.
 - d. Symbols, mythology and religious references
9. Interactions with the local people
 - a. Collaborating with local students
 - b. Written communication
 - c. Ordering food
 - d. Sharing meals
 - e. Bargaining with vendors
 - f. Asking directions
 - g. Taxi drivers
 - h. Public transportation
 - i. Ceremony/Festival
10. Travel Skills
 - a. Money & currency
 - b. Food culture
 - c. Basic language
 - d. Local religion & beliefs

Assessment Criteria.

- **Cross-Cultural Postcard Project** - Students will participate in a cross-cultural art project during the trip. This challenges them to integrate postcards from the United States and Europe. This project provides an opportunity for students to respond to their fresh Italian experience in relation to their American lifestyle. The professor assesses this piece in terms of students' creative use of postcards to reflect their experience.
- **Onsite Presentation.** Students are to present a site-specific art research topic in Europe. This presentation requires students to conduct research using books, periodicals, online resources, and, finally, their experiences onsite. The professor assesses students' comprehension of the research topic and their presentation skills.
- **Daily Journal/Sketchbook and Group Discussion.** Students engage in their daily activity by recording their experience in the sketchbook and sharing it later through group discussion.
- **Book Art Project.** Students create a *Book Art* piece after the return from Europe. This piece synthesizes their experience, researches, daily journal/sketchbook, and observations of European culture and visual art. The professor assesses this piece in terms of students' use of artistic expression and inventive use of *Book Art* media to synthesize their post-trip experience.
- **Final Journal Report.** Students use their daily journal entries as source material for a paper reflecting upon their experience in Europe and their observations about the differences and similarities between the culture of Europe and that of the United States. The professor assesses this piece in terms of students' overall learning.

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| Learning Outcome –Goal 8 | Learning Activity | Assessment |
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| <i>Global Perspective</i> | | |
| 1. Demonstrate knowledge of cultural, social, religious and linguistic differences; | Cultural, religious beliefs, linguistic in particular are reflected in the art traditions of Western European cultures. Although the contemporary cultures may not actively practice the traditional religions, the values of those religions are deeply imbedded in local cultures. Students reflect on this shared cultural phenomenon in their on-site presentation. | Students will be assessed through their articulation and reflection upon their experiences and observations, including the differences and similarities between American culture, whether social, religious, cultural or linguistic, and that of the visited country, in their onsite presentation. |
| 2. Analyze specific international problems, illustrating the cultural, economic, and political differences that affect their solution; | Students study at least three different manifestations of Western art through research and visual study. These include historic art and architecture; folk art; contemporary fine art which reflects Western European aesthetics; traditional arts and crafts mass-produced by hand and machine in industrial settings; and folk arts and crafts produced by individuals as unique cultural expressions. These studies will offer students an insight into the economic, cultural and political similarities and differences between the U.S. and the selected Western European country. Students will reflect on these studies in their cross-cultural postcard, book art project, and journal report. | Students will be assessed through their articulation and reflection upon their experiences and observations, including the differences and similarities between U.S. culture, customs, and politics and that of the visited country. The professor will evaluate students' research and analytical skills through the onsite presentation, book art project and journal report. |
| 3. Understand the role of a world citizen and the responsibility world citizens share for their common global future | Students interact with the local culture on a daily basis. At least half of the time, each small group of students has to engage in cross cultural activity. Students reflect on their interactions with locals daily in their journals and sketchbook. Assigned readings and class discussions will also assist in accomplishing this. | Students will be assessed on their participation and critical reflections in daily discussion and their final journal report, respectively. |
| Learning Outcome – Goal 6 | Learning Activity | Assessment |

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| <i>The Humanities and Fine Arts</i> | | |
| 1. Demonstrate awareness of the scope and variety of works in the arts and humanities; | Students visit art museums, galleries, and tour historical sites. This will also be accompanied by onsite presentations, daily journal sketches, class discussions, and assigned readings. | Students will be assessed through their efforts in researching and demonstrating critical knowledge of the art and culture of the visited country. This is assessed via the onsite presentation and final journal paper. |
| 2. Understand those works as expressions of individual and human values within an historical and social context; | The arts of Western Europe are full of examples of human values embedded within specific historical and social contexts. Students study examples of Western European art through research, reading, daily discussions, and visual study. Students will demonstrate their learning in daily discussions, the onsite discussion, and the final journal report. This will be augmented with assigned readings. | Students will be assessed through their ability to articulate and reflect upon their experiences and impressions in the daily discussion and the final journal report. |
| 3. Respond critically to works in the arts and humanities; | Students demonstrate their ability to critically analyze works of art through the onsite presentation (and subsequent discussions), daily discussions, the daily journal, and the final journal report. These will also be accompanied by assigned readings. | Students will be assessed through their ability to present analyses of works of art in their final journal report, daily discussion, and onsite presentation. |
| 4. Engage in the creative process or interpretive performance; | Students demonstrate their engagement in the creative process through their completion of the cross-cultural postcard project and the book art project. | Students will be assessed through their creative use of studio practices to express their travel study experience via the cross-cultural postcard project and the book art project. |
| 5. Articulate an informed personal reaction to works in the arts and humanities. | Students articulate and demonstrate an informed reaction to their experience viewing works of art through the artist's statement in the cross-cultural postcard, the book art project, and the final journal report. | Students will be assessed on the conceptual assimilation and articulation of their travel-study experience via the cross-cultural postcard project, final journal report, and the book art project. |