

WINONA STATE UNIVERSITY  
GENERAL EDUCATION PROGRAM APPROVAL FORM

Routing form for General Education Program Course approval.

Course Art 313 Western Art and Culture

<b>Department Approval</b>	
<u>[Signature]</u> Department Chair	<u>29 Jan 2014</u> Date
<u>aplummer@winona.edu</u> e-mail address	
<b>Dean's Recommendation</b> <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.	
<b>GEPS Recommendation</b> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	
   Chair, General Education Program Subcommittee	   Date
<b>A2C2 Recommendation</b> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	
   Chair of A2C2	   Date
<b>Faculty Senate Recommendation</b> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	
   President of Faculty Senate	   Date
<b>Academic Vice President Recommendation</b> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	
   Academic Vice President	   Date
<b>Decision of President</b> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	
   President	   Date
Please forward to Registrar.	
Registrar <u>                    </u> Date entered	Please notify department chair via e-mail that curricular change has been recorded.

[Revised 10-22-12]



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 19<sup>th</sup> 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 Art 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 Western European 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, research, 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.

Learning Outcome –Goal 8	Learning Activity	Assessment
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<i>Global Perspective</i>		
<p>1. Describe and analyze political, economic, and cultural elements which influence relations of states and societies in their historical and contemporary dimensions;</p>	<p>Students select and study at least three different artistic and/or cultural objects from the visited country. Students must select a) an example of pre-Christian or antique art; b) an example of Medieval or Renaissance art; and c) an example of 20<sup>th</sup> century or contemporary art. Researching and analyzing the cultural values, religious and/or social functions, and aesthetic priorities of their chosen objects, students will gain an insight into the deep history and cultural reconfigurations/shifts of the selected country, as well as that country's pronounced differences (religious, historical, linguistic, cultural, political, economic, etc.) from America. Students will articulate the knowledge gained from these studies in the cross-cultural postcard, book art project, and journal report. Historically, art in the Western European countries is deeply intertwined with religion and politics.</p> <p>In the Middle Ages and Renaissance, those in power commissioned art, and that art reflected and reinforced the ideologies of the states and power-holders. One only has to look at the Palazzo Vecchio in Florence to see how art intersects with affairs of the state. Not only has the Palazzo Vecchio remained the seat of Florentine government for hundreds of years, it also is packed with murals and sculptures commissioned by the city-state and depicting their superiority over other city states in the region, such as Pisa and Siena.</p> <p>To study western art (especially in Italy) demands that we understand who controlled the wealth and political power and how political power was exercised via art relative to the rival city-states of medieval and Renaissance Europe.</p>	<p>Students will be assessed in terms of their research and demonstration of knowledge concerning their chosen objects, as well as their understanding of how these objects embody and articulate deep historical, political, social cultural, and religious values, often vastly different from those of contemporary America.</p> <p>The professor will evaluate this through the Onsite Presentation and Final Journal Report.</p> <p>In a contemporary context, a driving force of economic growth in Western European countries (especially Italy, Spain, Portugal, and Greece) is tourism. Without it, these nations would be in a far worse financial position than they are currently.</p> <p>Italy was not unified until the 19<sup>th</sup> century. Before that, it was a collection of often warring and rival smaller states.</p> <p>Students will document the ways in which tourism is a driving force of the economy of many European countries via their studio art skills. The professor will evaluate students' ability to synthesize this information in to their later book art projects</p>
<p>2. Demonstrate knowledge of cultural, social, religious and linguistic differences;</p>	<p>A great variety of social, cultural and religious beliefs are reflected in the art traditions of Western European cultures. Although contemporary peoples may not actively practice traditional religions, the values of those religions are deeply imbedded in local cultures. Students reflect on the ways in which deep history can shape contemporary cultural beliefs and practices in their on-site presentation.</p>	<p>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.</p>
<p>3. Analyze specific international problems, illustrating the cultural,</p>	<p>N/A</p>	<p>N/A</p>



economic, and political differences that affect their solution;		
4. Understand the role of a world citizen and the responsibility world citizens share for their common global future.	Students will be immersed in the local culture for the duration of the trip, being encouraged to interact with the local population as much as possible. Through this, and in everything from trying local cuisine to buying bus tickets, students will be made aware of cultural differences, but also of cultural communalities and the myriad ways human societies mirror each other in their core values and beliefs. On visits to historic sites, close attention will be paid to the preservation of cultural heritage as a human and global responsibility for the future, as well as to the way in which an appreciation of <i>difference</i> , both between cultures and civilizations historically, and between cultures and peoples today, can broaden awareness of our collective communalities and shared aspirations as human beings (Ancient Romans, for example, prayed in temples for their sons' safe return from war). Students will reflect upon their cross-cultural experiences daily in their journals and sketchbook. Assigned readings and class discussions will further develop this.	Students will be assessed on their participation and critical reflections in the daily discussion session, as well as in their final journal report.
Learning Outcome – Goal 6b <i>The Humanities and Fine Arts</i>	Learning Activity	Assessment
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	Students will be assessed through their ability to present analyses of works of art in their final journal report, daily

	will also be accompanied by assigned readings.	discussion, and onsite presentation.
4. Engage in creative processes or interpretive performance;	Students employ the methods of a fine arts practitioner to capture, express, and articulate their experiences in the selected country. This task, which centers on students' cross cultural postcard project and their book art project, should demonstrate both an aesthetic value and a self-expressive function.	Students will be assessed through their creative use of studio art practices (composition, color, technique, content) to articulate and 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.
6. Employ the methods of an arts practitioner (including artist or scholar) in order to study or produce work that is created primarily for its aesthetic value.	Students will utilize fine art techniques and methods, including watercolor paints, colored pencils, pastels, photographs, and found objects to create aesthetic works that express their travel study experiences. This centers upon the cross cultural postcard and book art project.	Students will be expressed on conceptual and technical grounds, including composition, color, technique, content, and creativity. Attention will be paid to how students articulate in art insights gleaned from cultural interaction.