**Proposal Title:** Updates to Art History Minor

**Initiating Individual:** Rachel Foulk  **Initiating Department or Unit:** Humanities

**Contact Person’s Name:** Rachel Foulk **Email:** foulkr@ferris.edu  **Phone:** 231-591-2776

- [ ] Group I-A – New Degree, major, concentration, minor, or redirection of a current offering
- [ ] Group I-B – Deletion of a degree, major, concentration, or minor
- [x] Group II-A – New Course, modification of a course, deletion of a course
- [ ] Group II-B – Minor Curriculum Clean-up
- [ ] Group III – Certificate (☐ College Credit ☐ Non-credit ☐ New Certificate)
- [ ] Group IV – Other site location (☐ College Credit ☐ Non-credit )

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<th>VOTE/ACTION * Number Count</th>
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</table>

* Support with Concerns or Not Support must include identification of specific concern with appropriate rationale.

** Number Count must be given for all members present and/or voting.

To be completed by Academic Affairs  ** Date of Implementation:** Click here to enter text.

__________________________  ___________________________  ___________________________
President (Date Approved)  Board of Trustees (Date Approved)  Academic Officers of MI (Date Approved)
This proposal will update the Art History minor (and checksheet) and strengthen our course offerings in Art History. The Art History minor continues to grow, and the Art History courses contribute to the General Education program at Ferris. We propose:

1. Creating a new course called ARTH 250: Greek and Roman Art & Archaeology, which ran successfully as an experimental course (ARTH 290) in Spring 2014 with an enrollment of 28 students. (The course will run again as its last time as an experimental course in Spring 2016.) This course examines the material, visual, and artistic culture of ancient Greece and Rome, two formative cultures in the Western tradition and the history of art. The Art History minor has traditionally had strong course offerings in nineteenth and twentieth century art, but the minor would benefit from expansion into Antiquity and the Renaissance to create a more comprehensive program of study for students minoring in Art History. A course in Greek and Roman art will provide a strong foundation for students studying later periods in History and Art History, since many subsequent societies studied, emulated, and reacted to the cultures of Greece and Rome. The new course will also complement current course offerings in Philosophy, History, and Religious Studies.

2. Changing the title of ARTH 310 from "History of 20th Century Art" to "History of Modern Art". This new title reflects changes in a course that is already evolving, as the study of modern Art History moves into the twenty first century. The catalog description of the course will also be updated to reflect these updates to the course.

3. Changing the prerequisite courses for ARTH 310 to recommended courses. This practice follows that of other Minors in the Humanities area, including Philosophy.

4. Adjusting the Banner title of ARTH 110 from "Prehistoric thru Middle Ages" to "Prehistory thru Middle Ages" so that the grammar of the title is parallel.

5. Updating the introductory language of the minor checksheet to reflect current trends in Art History. The checksheet will also be updated with the addition of the new course (ARTH 250). With more courses now available in Art History, the foundational courses ARTH 110 and ARTH 111 will remain required (6 credit hours). The upper level 200 and 300 courses will become electives, from which the students will select an additional 12 credit hours. The new checksheet will reflect the changes in title to ARTH 110 and ARTH 310. The new checksheet will also include Art History Study Abroad courses as electives. For many years, these courses have often been applied to the minor as substitutions. We would like them to have an official place on the checksheet.

6. Lowering course enrollment caps in ARTH 110 and ARTH 111 from 50 to 35 students, and lowering the cap in ARTH 310 from 50 to 30 students. A survey of current FSU course offerings at the 100 level in the College of Arts and Sciences in the areas of Communication, Philosophy, Anthropology, Political Science, Psychology, Sociology, and Geography shows that such courses are generally capped at 28-40 students. Lowering the caps for ARTH 110 and ARTH 111 to 35 students will bring the Art History courses in line with other courses at the same level in the College. A survey of current FSU course offerings in the 300 level in the College of Arts and Sciences in the areas of Biology, Communication, Literature, Anthropology, Political Science, Psychology, Sociology, Geography, and History shows that such courses are generally capped at 23-40 students. Lowering the cap for ARTH 310 to 30 students will bring the course in line with other courses at the same level in the College.

Pedagogical reasons also inform the need to lower caps in these Art History courses. Many of the outcomes in these courses are geared toward higher level thinking skills. Developing the abilities to identify, discuss, analyze, interpret, and evaluate works of art within cultural context are important student learning outcomes of these courses. Back and forth discussion, in class writing exercises, essay exams, as well as written papers and projects are therefore essential to learning in these courses. Helping students to master these skills requires regular discussion and writing opportunities in class. Moreover, to fully assess and guide student learning, the professors must be able to read carefully the essay exams, papers, and projects, making substantive comments and suggestions on assignments throughout the semester.

Smaller class size will also allow for class visits and discussions at on-campus facilities, such as the FSU Fine Art Gallery, which is currently not possible during class time at the current cap of 50 students. The College Art Association, the national professional organization for artists and art historians, recommends "student access to visual-arts material for study purposes should be a factor in establishing class size for art-history courses."
2. Summary of Curricular Action (Check all that apply to this proposal)

- ☐ Degree
- ☐ Major
- ☒ Minor
- ☐ Concentration
- ☐ Certificate
- ☒ Course

- ☒ New
- ☒ Modification
- ☐ Deletion

Name of Degree, Major, etc.: Modification to Art History minor; Creation of new Art History course; Modifications of current Art History courses


A. Newly Created Courses to be Added to the Catalog

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<thead>
<tr>
<th>Prefix</th>
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<th>Title</th>
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<tbody>
<tr>
<td>ARTH</td>
<td>250</td>
<td>Greek and Roman Art &amp; Archaeology</td>
</tr>
</tbody>
</table>

B. Courses to be Deleted from FSU Catalog

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Title</th>
</tr>
</thead>
</table>

C. Existing Courses to be Modified

<table>
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<tr>
<th>Prefix</th>
<th>Number</th>
<th>Title</th>
<th>Current: Art History 20th Century Art</th>
<th>Proposed: History of Modern Art</th>
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</thead>
<tbody>
<tr>
<td>ARTH</td>
<td>310</td>
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<tr>
<td>ARTH</td>
<td>110</td>
<td></td>
<td>Prehistoric thru Middle Ages</td>
<td>Prehistory thru Middle Ages</td>
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<tr>
<td>ARTH</td>
<td>111</td>
<td></td>
<td>Renaissance thru 20th Century</td>
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</table>

D. Addition of existing FSU courses to program

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<th>Number</th>
<th>Title</th>
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E. Removal of existing FSU courses from program

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<th>Number</th>
<th>Title</th>
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4. Summary of All Consultations

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<th>Date Sent</th>
<th>Responding Department</th>
<th>Date Received &amp; By Whom</th>
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<tr>
<td>Form C</td>
<td>April 20, 2015</td>
<td>FLITE</td>
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</tbody>
</table>

5. Will External Accreditation be sought? (For new programs or certificates only)

- ☐ Yes
- ☒ No

If yes, name the organization involved with accreditation for this program.

6. Is a PCAF required? ☐ Yes ☒ No Is the PCAF approved? ☐ Yes ☐ No (If yes, supply link on Academic Affairs website where PCAF is posted.)

7. Program Checksheets affected by this proposal (Check all that apply to this proposal)

- ☒ Add Course
- ☒ Delete Course
- ☒ Modify Course
- ☒ Change Prerequisite
- ☒ Move from required to elective
- ☒ Move from elective to required
- ☒ Change Outcomes and Assessment Plan
- ☐ Change Credit hours

8. List all Checksheets affected by this proposal:

<table>
<thead>
<tr>
<th>College</th>
<th>Department</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAS</td>
<td>Humanities</td>
<td>Art History</td>
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</tbody>
</table>
FLITE SERVICES CONSULTATION FORM

To be completed by the liaison librarian and approved by the Dean of FLITE. FLITE must return the original form to the Academic Senate office to be inserted in the proposal and a copy to the initiator. FLITE must respond within 10 business days of receipt of this form to insure that the form is included in the final proposal.

Failure to respond by 10 business days of receipt of this form is interpreted as support for the proposal.

RE: Proposal Title: Art History updates, including creation of new course ARTH 250: Greek and Roman Art & Archaeology

Projected number of students per year affected by proposed change: 30

Initiator(s): Rachel Foulk
Proposal Contact: Rachel Foulk foukrl@ferris.edu OR X2776  Date Sent:
Department: Humanities  Campus Address: JOH 124
(Please type)

Liaison Librarian Signature: Date Received:  
Dean of FLITE Signature: Date Returned:

Based upon our review on (date), FLITE concludes that:

☐ Library resources to support the proposed curriculum change are currently available.

☐ Additional Library resources are needed but can be obtained from current funds.

☐ Support, but significant additional Library funds/resources are required in the amount of $.

☐ Does not support the proposal for reasons listed below.

Comment regarding the impact this proposal will have on library resources, collection development, or other FLITE programs. Use additional pages if necessary. (Note to librarians: This form is being sent to FLITE for consultation about the creation of a new Art History course: ARTH 250 Greek and Roman Art & Archaeology. When this course ran as an experimental course (ARTH 290) in Spring 2014, the library generously purchased 14 books that significantly improved resources in the areas of Greek and Roman Art. Thank you for your help in assessing our current resources. –Rachel Foulk)
ART HISTORY MINOR

(FORM D CURRENT)
FERRIS STATE UNIVERSITY - COLLEGE OF ARTS AND SCIENCES
ADVISOR: Dr. Rachel Foulk
PHONE: (231) 591-2776 CAMPUS ADDRESS: JOH 120 E-MAIL: foulkr@ferris.edu

Why Choose the Art History Minor?

The art history minor enables students to study in some depth the evolution of art from prehistory to the twenty-first century. Introductory courses focus on significant stylistic periods such as the Classical, Medieval, Renaissance, Baroque, or Romantic. Other courses examine major ideas and styles in modern and post-modern art. These classes include study of the role of women in art, African-American contributions to American art, and the special evolution of art in America. Students also are able to study abroad in the summer with master teachers from Ferris in Italy, France, Spain and England.

Admission Requirements

This Art History minor is open to any student admitted to Ferris State and pursuing a baccalaureate degree. The minor is designed to complement any Ferris major program. Students should choose courses carefully to avoid excessive overlap with their major or second minor. Students may use only one-third of the credits in a minor that overlap with the student’s major. For example: If a minor is 18 credits, 6 credits may be applied to the minor that are also used in the major. Students may apply 6 credit hours of overlap between minors.

Graduation Requirements

An academic minor may only be awarded upon completion of a baccalaureate degree at Ferris State. At least 50% of the credits of the minor must be Ferris State University credits. This minor requires a minimum of 18 credits with a minimum 2.0 grade average in these courses. Also, 50% of the credits for a minor must be taught at the 300 + level.

Required Courses

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<tr>
<th>Course</th>
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<tr>
<td>ARTH 111</td>
<td>Renaissance Through 20th Century</td>
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<tr>
<td>ARTH 203</td>
<td>African American Art History</td>
</tr>
<tr>
<td>ARTH 310</td>
<td>History - 20th Century Art</td>
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<tr>
<td>ARTH 312</td>
<td>American Art</td>
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<tr>
<td>ARTH 325</td>
<td>Women and Art</td>
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</tbody>
</table>
# Minor in Art History

**Name:**

**Student Number:**

**Student's College:**

**B.S./B.A. Program:**

**Procedures for declaring a minor:** The student will meet with the minor advisor to create a plan for completion of the minor, sign Section A and receive a copy of the form. The minor advisor will route the form through the department office and the Dean's Office. The student is not enrolled in the minor until the Dean's Office submits the form to Records.

**Procedures upon completion of a minor:** The student will notify the minor advisor when requirements are complete. The department and the advisor will verify that the student has completed the minor, sign Section B and forward the form with copies of any approved substitutions or exceptions forms to the Dean's Office for signature. The Dean's Office will send a copy to Records for posting the completion of the minor.

## General Requirements:

1. At least 50% of the credits of the minor must be numbered 300 or higher
2. At least 50% of the credits of the minor must be Ferris State University credits
3. This minor requires a minimum of 18 credits
4. This minor requires a minimum GPA of 2.0 in these courses.
5. Minor requirements must be completed prior to or at the time of the awarding of a baccalaureate or higher degree.
6. A maximum of 1/3 of the minor credits may overlap the student's major.
7. Students may apply 6 credit hours of overlap between minors.

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<th>Section A Declaration of Minor</th>
<th>Required Courses</th>
<th>Credit Hours</th>
<th>Grade</th>
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**Signatures**

- Student
- Advisor
- Department

**Section B Minor Complete**

**Routing** (following completion of the required courses for the minor)

- Department
- CAS Dean
- Registrar

**Date**

**Declaration Sent to Records**

**Completion Sent to Records**

---

*Approved by the Academic Senate, March 13, 2000

**Approved by the Academic Senate, April 18, 2001**
ART HISTORY MINOR

(FORM D PROPOSED)
FERRIS STATE UNIVERSITY - COLLEGE OF ARTS AND SCIENCES
ADVISOR: Dr. Rachel Foulk
PHONE: (231) 591-2776     CAMPUS ADDRESS: JOH 124     E-MAIL: foukr@ferris.edu

Why Choose the Art History Minor?

Art is at the core of the human experience, helping us to communicate our ideas and values visually. Art History minors study art in order to understand human culture and society. We study various media such as paintings, sculptures, prints, and photographs, as well as large-scale works of architecture and urban planning. Because we experience so much of our world visually, it is important to learn to analyze what we see. A minor in Art History will help prepare students to observe carefully, think critically, and respond creatively in whatever career paths they choose to pursue.

A minor in Art History provides interdisciplinary study that will complement a wide range of majors. Introductory courses offer a broad survey of art from Prehistory to the twenty-first century. Specialized courses provide in depth study of ideas and historical periods. These classes include Greek & Roman Art, American Art, African American Art, Modern Art, and Women and Art. Study Abroad courses are also taught by Ferris professors in Europe, with visits to world class museums and monuments.

Admission Requirements

This Art History minor is open to any student admitted to Ferris State and pursuing a baccalaureate degree. The minor is designed to complement any Ferris major program. Students should choose courses carefully to avoid excessive overlap with their major or second minor. Students may use only one-third of the credits in a minor that overlap with the student's major. For example: If a minor is 18 credits, 6 credits may be applied to the minor that are also used in the major. Students may apply 6 credit hours of overlap between minors.

Graduation Requirements

An academic minor may only be awarded upon completion of a baccalaureate degree at Ferris State. At least 50% of the credits of the minor must be Ferris State University credits. This minor requires a minimum of 18 credits with a minimum 2.0 grade average in these courses. Also, 50% of the credits for a minor must be taught at the 300+ level.

Required Courses

ARTH 110     Prehistory through Middle Ages
ARTH 111     Renaissance through 20th Century

Elective Courses (Choose 12 credits, with 9 credits at the 300 level)

ARTH 203     African American Art History
ARTH 250     Greek and Roman Art & Archaeology
ARTH 310     History of Modern Art
ARTH 312     American Art (prereq: ENGL 250)
ARTH 325     Women and Art (prereq: ENGL 250)
ARTH 3XX     Art History Study Abroad courses (course numbers will vary)

Student Learning Outcomes include: 1.) Recognize, identify, and describe the work of influential artists and architects. 2.) Distinguish and analyze the cultural, social, and religious contexts of the works of art and architecture studied. 3.) Identify, describe, and analyze the significance of the styles of art and architecture from the periods covered. 4.) Determine, interpret, and analyze the function(s) and meaning(s) of major works of sculpture, painting, and architecture from the cultures studied. 5.) Identify, describe, and analyze the significance of the techniques and materials employed in the creation of artwork. 6.) Discuss and evaluate works of art and architecture and the ideas these works express using art historical methods and approaches. 7.) Explain ways in which art reflects and shapes culture and society. Assessment plan includes in-class discussion, written exams, written papers and projects, as appropriate for each course.
**MINOR IN ART HISTORY**

NAME________________________________     STUDENT NUMBER _________________________

STUDENT’S COLLEGE: __________________    B.S./B.A. PROGRAM: ______________________

Procedures for declaring a minor: The student will meet with the minor advisor to create a plan for completion of the minor, sign Section A and receive a copy of the form. The minor advisor will route the form through the department office and the Dean’s Office. The student is not enrolled in the minor until the Dean’s Office submits the form to Records.

Procedures upon completion of a minor: The student will notify the minor advisor when requirements are complete. The department and the advisor will verify that the student has completed the minor, sign Section B and forward the form with copies of any approved substitutions or exceptions forms to the Dean’s Office for signature. The Dean’s Office will send a copy to Records for posting the completion of the minor.

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<th>General Requirements:</th>
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<tr>
<td>1) At least 50% of the credits of the minor must be numbered 300 or higher</td>
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<td>4) This minor requires a minimum GPA of 2.0 in these courses.</td>
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<td>5) Minor requirements must be completed prior to or at the time of the awarding of a baccalaureate or higher degree.</td>
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</table>
| 6) A maximum of 1/3 of the minor credits may overlap the student’s major*.
| 7) Students may apply 6 credit hours of overlap between minors**. |

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<th>Credit Hours</th>
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<tr>
<td><strong>Required Courses</strong></td>
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<td>ARTH 111</td>
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<td><strong>Electives (Choose 12 credits, with 9 credits at 300 level)</strong></td>
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Signatures

Student ______________________  Date _____________

Advisor ______________________

Department ____________________

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<th>Routing (Following completion of the required courses for the minor)</th>
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</tbody>
</table>

| DECLARATION SENT TO RECORDS ____________ | COMPLETION SENT TO RECORDS ____________ |

*Approved by the Academic Senate, March 14, 2001
**Approved by the Academic Senate April 19, 2003
COURSE INFORMATION FORM

Complete all items below (New or Current).
Check all boxes where modifications are being made.
Enter the modification to be made (Proposed).

Course Identification

☐ X Prefix (current) N/A  ☐ X Number (current) N/A  ☐ X LEC ___ LAB ___ SEM ___ (current)
(proposed) ARTH  (proposed) 250  (Enter Contact Hours per week)
  LEC ___  LAB ___ SEM ___ (proposed):

☐ X Title (current)
(proposed) Greek and Roman Art & Archaeology

☐ X Credit Hours (current) N/A  ☐ Prerequisites (current)  ☐ Co-requisite (current)
(proposed) 3  (proposed)  (proposed)

☐ X Course Description (current): (125 words maximum) N/A
(proposed):

This course examines the material, visual, and artistic culture of ancient Greece and Rome, two formative cultures in the Western tradition. The Greeks and Romans created monuments of architecture, sculpture, and painting to communicate their values, expressing ideas about society, politics, religion, and philosophy. This course will investigate important works of Greek and Roman art, as well as the source material that helps us to understand these works in their historical and cultural contexts. Within a chronological framework, thematic topics will include patronage, power, identity, memory, and religion, as well as the relationship between public and private art. Students will also develop the skills and vocabulary to discuss works of art, paying careful attention to the formal elements of art and the principles of design.

☐ X Course Outcomes and Assessment Plan (current) N/A
(proposed):

Course Outcomes:

1. Students will recognize and identify major monuments of painting, sculpture, and architecture from ancient Greece and Rome (and the artists and architects who made these works, if known).
2. Students will describe the significance of the techniques and materials employed in the creation of Greek and Roman art. (Examples include Athenian black-figure and red-figure pottery, fresco painting, mosaic work, cast bronze sculpture, carved stone sculpture, and the Orders of Classical architecture.)
3. Students will explain the significance of the styles of Greek and Roman art and architecture, as well as distinguish the cultural context of these works. (This includes recognizing the Archaic, Classical, and Hellenistic styles of the Greeks, as well as the distinctly eclectic style of the Romans that combined styles from around the Mediterranean with local Italic styles.)
4. Students will determine, interpret, and analyze the function(s) and meaning(s) of major works of sculpture, painting, and architecture from Greek and Roman cultures.
5. Students will use appropriate vocabulary and verbal skills to discuss, interpret, and evaluate works of art and architecture within cultural context.

6. Students will conduct research and write in-depth analysis of monuments of Greek or Roman art, engaging with art historical and archaeological methods.

7. Students will demonstrate an understanding of the influence of Greek and Roman art on our own, modern culture in the United States.

Assessment Plan:

Possible assessment plan could include the following:

Class attendance and participation: 10%

Exam I (Greek Art): 25% (Will assess Outcomes 1, 2, 3, 4, 5 as they relate to Greek art)

Research Project and Paper: 40% of overall course grade (Outcomes 2, 3, 4, 5, 6, 7).

The research project could be broken down as follows:

Consultation with Professor and Topic Selection: 5%
Presentation of Project to the Class: 10%
Final Paper: 25%

Exam II (Roman Art): 25% (Outcomes 1, 2, 3, 4, 5 as they relate to Roman art)

☐ X Course Outline including Time Allocation (current) N/A

Express Time Allocation in one of the following formats for a 3 credit hour course; adjust accordingly:
X Weeks (15 weeks)
Hours (45 hours, assuming 3 contact hours per week)
Percentages (100 percent)
(proposed)

Proposed:

The fifteen week table below is a possible outline for the course. By focusing on these key themes, many of which will recur throughout the course, this course will equip students with a variety of approaches with which they can analyze art and the many ideas that art can communicate. These skills will better prepare students to think critically and analytically about the history of art and diverse forms of visual expression.

<table>
<thead>
<tr>
<th>Week</th>
<th>Unit</th>
<th>Special Topics to Consider</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Introductions</td>
<td>The Methods of Art History and Archaeology</td>
</tr>
<tr>
<td></td>
<td>Course Introductions</td>
<td><em>Ekphrasis</em>: The Art of Describing Art in Greece and Rome</td>
</tr>
<tr>
<td>Day</td>
<td>Topic</td>
<td>Course</td>
</tr>
<tr>
<td>-----</td>
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<tr>
<td>2</td>
<td>Archaic Art I:</td>
<td>Abstraction and Ideal Forms</td>
</tr>
<tr>
<td></td>
<td>Sculpture and Architecture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Archaic Art II: Pottery</td>
<td>Art, Myth, and Religion:</td>
</tr>
<tr>
<td></td>
<td>and vase painting</td>
<td>The gods and their attributes</td>
</tr>
<tr>
<td>3</td>
<td>Classical Art I</td>
<td>The Birth of Naturalism in the fifth century B.C.</td>
</tr>
<tr>
<td></td>
<td>Classical Art II</td>
<td>Art and Politics: The Athenian Akropolis and Athenian Democracy</td>
</tr>
<tr>
<td>4</td>
<td>Library Visit</td>
<td>Researching and writing a paper in Art History</td>
</tr>
<tr>
<td></td>
<td>Transitions in the fourth century BC</td>
<td>Masters of Change: Praxiteles and Lysippos</td>
</tr>
<tr>
<td>5</td>
<td>Hellenistic Art I</td>
<td>Art and Politics: The image of Alexander</td>
</tr>
<tr>
<td></td>
<td>Hellenistic Art II</td>
<td>Art and Multiple Identities: Cosmopolitanism</td>
</tr>
<tr>
<td>6</td>
<td>Greek Art in Context</td>
<td>Greek art and architecture in action</td>
</tr>
<tr>
<td>7</td>
<td>Etruscan Art</td>
<td>Italian art before the Romans</td>
</tr>
<tr>
<td></td>
<td>Art of the Roman Republic I</td>
<td>Building Innovations: The Arch and Concrete</td>
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<tr>
<td>8</td>
<td>Art of the Roman Republic II</td>
<td>Art and Politics: The Roman Dictators</td>
</tr>
<tr>
<td></td>
<td>The Principate: Art Under Augustus I</td>
<td>Art and Politics: Rome's first emperor</td>
</tr>
<tr>
<td>9</td>
<td>The Principate: Art Under Augustus II</td>
<td>Art, Myth, and Religion: Pious Augustus Honors Rome's Origins, the Ara Pacis Augustae</td>
</tr>
<tr>
<td></td>
<td>Art Under the Julio-Claudians I</td>
<td>The Concrete Revolution: Nero's Domus Aurea</td>
</tr>
<tr>
<td>10</td>
<td>Art Under the Julio-Claudians II</td>
<td>Portraiture and Identity</td>
</tr>
<tr>
<td>11</td>
<td>Urban Design</td>
<td>Public Life in ancient Rome</td>
</tr>
<tr>
<td></td>
<td>Roman Painting and Domestic Space</td>
<td>&quot;Private&quot; Life in ancient Rome</td>
</tr>
<tr>
<td>12</td>
<td>Art During Civil War and the Under the Flavians</td>
<td>Art, Sport, and Spectacle: The Colosseum</td>
</tr>
<tr>
<td></td>
<td>Art Under Trajan</td>
<td>Art and Public Commemoration: The Column of Trajan</td>
</tr>
<tr>
<td>13</td>
<td>Art Under Hadrian</td>
<td>Art, Myth, and Religion: The Pantheon</td>
</tr>
<tr>
<td></td>
<td>Art Under the Antonines</td>
<td>Art and Commemoration</td>
</tr>
<tr>
<td>14</td>
<td>Art Under the Severans</td>
<td>Art and Commemoration</td>
</tr>
<tr>
<td></td>
<td>Art Under the Soldier Emperors &amp; Art Under the Tetrarchy</td>
<td>Art and Politics: Wars and the Changing Empire</td>
</tr>
<tr>
<td>15</td>
<td>Students Presentations of Research Projects</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Art Under Constantine</td>
<td>Art, Myth, and Religion: From Paganism to Christianity</td>
</tr>
<tr>
<td></td>
<td><em><strong>Research papers due</strong></em></td>
<td></td>
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<tr>
<td></td>
<td>We will abide by the University schedule for the final exam (Exam II).</td>
<td></td>
</tr>
</tbody>
</table>
CREATE NEW COURSE
Course Data Entry Form

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, Form F’s that reflect the prerequisite change must be submitted for those courses as well. See Appendix E instructions for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (6 digit code only): 201601 Examples: 201301(Spring), 201305(Summer), 201308(Fall)
Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. NEW COURSE ATTRIBUTES:

a. Course Prefix ARTH
b. Number 250
c. Contact Hours 3 LECTure LAB [Seminar]
   [Enter hours per week in box. See formula for contact hours to credit hours in Appendix E.]
d. ☐ Practicum ☐ INDependent Study
   [Check (x) box as appropriate. See definitions in Appendix E.]
e. Course Title: Greek & Roman Art/Archaeology (Limit to 30 characters including punctuation and spaces.)
f. College Code: AS g. Department Code: HUMN h. Credit Hours: Check (x) type ☐ Variable ☐ Fixed
i. Enter number in box: 3 Minimum Credit Hours j. 3 Maximum Credit Hours
k. May Be Repeated for Added Credit: Check (x) ☐ Yes ☐ No
   If yes, Max Times ☐ or Max Credits Awarded
l. Levels: Check (x) ☐ Undergraduate ☐ Graduate ☐ Professional
m. Grade Method: Check (x) ☐ Normal Grading ☐ Credit/No Credit (Pass/Fail)
n. Does proposed new course replace an equivalent course? Check (x) ☐ Yes ☐ No
o. Equivalent course: Prefix ☐ Number
p. CATALOG DESCRIPTION – Limit to 125 words – PLEASE BE CONCISE.

This course examines the material, visual, and artistic culture of ancient Greece and Rome, two formative cultures in the Western tradition. The Greeks and Romans created monuments of architecture, sculpture, and painting to communicate their values, expressing ideas about society, politics, religion, and philosophy. This course will investigate important works of Greek and Roman art, as well as the source material that helps us to understand these works in their historical and cultural contexts. Within a chronological framework, thematic topics will include patronage, power, identity, memory, and religion, as well as the relationship between public and private art. Students will also develop the skills and vocabulary to discuss works of art, paying careful attention to the formal elements of art and the principles of design.

q. Term(s) Offered: FALL SPRING SUMMER r. Max Section Enrollment: 30 s. Prerequisites or Restrictions: (If none, leave blank. Limit to 100 characters including punctuation and spaces.)
t. Co-requisites: courses must be taken concurrently (If none, leave blank. Limit to 100 characters including punctuation and spaces.)

To be completed by Academic Affairs Office - Standard & Measures Coding and General Education Code
☐ Basic Skill (BS) ☐ General Education (GE) ☐ Occupational Education (OC) ☐ G.E. Codes

UCC Chair Signature/Date: ___________________________ Academic Affairs Approval Signature/Date: ___________________________

Office of the Registrar use ONLY

Date Rec’d: ____ Date Completed: ____ Entered: SCACRSE __ SCADTL __ SCARRES __ SCAPREQ __
COURSE INFORMATION FORM

Complete all items below (New or Current).
Check all boxes where modifications are being made.
Enter the modification to be made (Proposed).

Course Identification

☐ Prefix (current) ARTH  ☐ Number (current) 310  ☐ LEC ____  LAB ____  SEM ____ (current)
(proposed) (proposed) (Enter Contact Hours per week)
LEC ____  LAB ____  SEM ____ (proposed):

☐ Title (current) History of 20th Century Art
(proposed) History of Modern Art

☐ Credit Hours (current) 3  ☐ X Prerequisites (current) ARTH 110 or ARTH 111  Co-requisite (current)
(proposed) (proposed) None (changing above courses to recommended) (proposed)

☐ Course Description (current): (125 words maximum)

20th Century Art Styles from Manet to the present, including Fauvism, cubism, non-objective art, abstract expression, pop, op, and post modern art.

(proposed):

This course examines the history of Modern Art, from the late nineteenth century through present day. Focusing on works of painting, sculpture, architecture, and film, this course will help students to gain an understanding of the technical and stylistic elements of modern and contemporary art. The course will also examine the historical, theoretical, and aesthetic issues often expressed in the art of the modern period. Students will develop skills and vocabulary to discuss and evaluate works of art, paying careful attention to the formal elements of art and the principles of design. (ARTH 110 or ARTH 111 recommended before taking this course.)

☐ Course Outcomes and Assessment Plan (current)
(proposed):

To complete this course successfully, students will:

1. Recognize, identify, and describe works of art that best reflect the ideas of Modern Art.
2. Understand the history of salient artists, architects, and film-makers from Impressionism to Postmodernism.
3. Identify, describe, and analyze the significance of the styles of these salient artists, architects, and film-makers from Impressionism to Postmodernism.
4. Distinguish, analyze, interpret, compare, and contrast artistic movements and schools of art and architecture during modern times.
5. Identify, describe, and analyze the significance of the techniques and materials employed in the creation of artwork.

6. Determine, interpret, and analyze the function(s) and meaning(s) of major works of sculpture, painting, film, and architecture from the periods studied in the course.

7. Conduct research in order to analyze works of art, as well as key concepts and themes of modern art, in written papers.

8. Explain important theories of Modern Art, such as formalism and expressionism.

9. Evaluate avant-garde styles and artists, as well as the more conventional.

Assessment will include exams, papers, and projects as appropriate for course topics.

Assessment could be broken down as follows:

Exam 1=25% (Exam will assess Outcomes 1, 2, 3, 4, 5, 6, 8, and 9)
Exam 2=25% (Exam will assess Outcomes 1, 2, 3, 4, 5, 6, 8, and 9)
Final Exam=25% (Exam will assess Outcomes 1, 2, 3, 4, 5, 6, 8, and 9)
3 Analysis Papers=25% (Outcome 7 in particular, as well as Outcomes 2, 3, 4, 5, 6, 8, and 9)

☐ Course Outline including Time Allocation (current)
Express Time Allocation in one of the following formats for a 3 credit hour course; adjust accordingly:
X Weeks (15 weeks)
Hours (45 hours; assuming 3 contact hours per week)
Percentages (100 percent)
(proposed)

Possible course outline might include:

<table>
<thead>
<tr>
<th>Date/Topics</th>
<th>Concepts/Movements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 Introduction</td>
<td></td>
</tr>
<tr>
<td>Week 1, Sources of Modern Painting</td>
<td>Changing Perspectives, Neoclassicism,</td>
</tr>
<tr>
<td></td>
<td>Romanticism, Academic Art, Salon, Genres.</td>
</tr>
<tr>
<td>Week 2, Realism, Impressionism, and Early Photography</td>
<td>Realism, Impressionism, The Hudson River School, Photography and Film</td>
</tr>
<tr>
<td></td>
<td>Art Theory: Realism</td>
</tr>
<tr>
<td>Week 2, Post-Impressionism</td>
<td>Post Impressionism, Symbolism.</td>
</tr>
<tr>
<td>Week 3, Origins of Modern Architecture</td>
<td>Arts and Crafts Movement, Art Nouveau</td>
</tr>
<tr>
<td>and Design</td>
<td>Paper Proposal</td>
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<td>-------------</td>
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</tr>
<tr>
<td>Discussion</td>
<td></td>
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<tr>
<td>Week 3, Beginnings of Expressionism, Origins of Modern Sculpture</td>
<td>Scandinavia, Northern and Central Europe. Art Theory: Expressionism</td>
</tr>
<tr>
<td>Week 4, Fauvism</td>
<td>Fauvism, African Art</td>
</tr>
<tr>
<td>Week 4, Expressionism in Germany, Early Modern Sculpture</td>
<td><em>Die Brücke, Der Blaue Reiter</em></td>
</tr>
<tr>
<td>Week 5, German Expressionism in Film</td>
<td>The Golden Age of German Cinema</td>
</tr>
<tr>
<td>Week 5, Cubism</td>
<td>Analytic Cubism, Synthetic Cubism, Orphism</td>
</tr>
<tr>
<td><strong>Analysis Paper 1 due</strong></td>
<td></td>
</tr>
<tr>
<td>Week 6, Futurism, Russian Abstraction, De Stijl, Early Modern Architecture</td>
<td>Cubo-Futurism, Suprematism, Constructivism, De Stijl, Prairie Style. Art Theory: Formalism</td>
</tr>
<tr>
<td>Week 6, Dadaism and the New Objectivity</td>
<td>Die Neue Sachlichkeit, Merz, Readymade</td>
</tr>
<tr>
<td>The Great War</td>
<td>War and Film I: Gance, <em>J'Accuse</em></td>
</tr>
<tr>
<td>Week 7, Exam 1</td>
<td></td>
</tr>
<tr>
<td>Week 7, Dadaism and the New Objectivity</td>
<td>Die Neue Sachlichkeit, Merz, Readymade</td>
</tr>
<tr>
<td>Week 8, School of Paris Surrealism</td>
<td>Postwar Classicism, Abstract Surrealism Surrealism in Film: Dalí and Man Ray</td>
</tr>
<tr>
<td>Week 8, Surrealism Spotlight: <em>Guernica</em></td>
<td>Out-of-context Surrealism</td>
</tr>
<tr>
<td>----------------------------------------</td>
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</tr>
<tr>
<td>Week 9, Modern Between-Wars Architecture and Abstraction</td>
<td>Bauhaus, Organicism, Neoplasticism</td>
</tr>
<tr>
<td>Week 9, War, Propaganda, and Cinema</td>
<td>War and Film II: Gance’s second <em>J’Accuse</em> for a second world war. Riefenstahl’s <em>Triumph of the Will</em></td>
</tr>
<tr>
<td>Week 10, American Art Between the Wars</td>
<td>Precisionism, Regionalism, Social Realism, Mexico</td>
</tr>
<tr>
<td><strong>Analysis Paper 2 due</strong></td>
<td></td>
</tr>
<tr>
<td>Week 10, Abstract Expressionism Postwar European Art,</td>
<td>Action Painting, Sculpture</td>
</tr>
<tr>
<td>Week 11, Spotlight: Rothko</td>
<td>Color-Field Painting</td>
</tr>
<tr>
<td><strong>Week 12, Exam 2</strong></td>
<td></td>
</tr>
<tr>
<td>Week 12, Pop Art</td>
<td>Happenings, New Realism Art Theory: Kitsch and Camp</td>
</tr>
<tr>
<td>Week 13, Sixties Abstraction The Cold War in Film</td>
<td>Hard-Edge, Op Art, Minimalism Chris Marker’s <em>La Jetée</em></td>
</tr>
<tr>
<td>Week 13, International Style in Architecture</td>
<td>International Style</td>
</tr>
<tr>
<td>Week 14, The Pluralistic Seventies,</td>
<td>Conceptual Art, Performance and Video Art, Feminist Art, Land Art, Public Sculpture, Photorealism, Racial Politics</td>
</tr>
</tbody>
</table>
| Week 15, Postmodernism in Architecture | Postmodernism  
                    Art Theory: Contextualism |
|--------------------------------------|-----------------------------|
| Week 15, The Retrospective Eighties  | Neo-Expressionism, Photography,  
                    Instillation Art, Neo-Geo  
                    Art and Politics, Art and Institutions,  
                    Post-Modern Individualism Post-
                    Modern Collectivism, Contemporary  
                    Architecture |
| Resistance and Resolution Review For Final | Analysis Paper 3 due |
| Final Exam |
MODIFY A COURSE
Course Data Entry Form

I. ACTION TO BE TAKEN: MODIFY A COURSE

Desired Term Effective (6 digit code only): 201601
Examples: 201301(Spring), 201305(Summer),
201308(Fall) Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE TO BE MODIFIED:

a. Course Prefix: ARTH
b. Number: 310
c. Title: History of 20th Century Art

LIST THE LETTER(S) OF ALL CHANGES FROM SECTION III BELOW.
See Appendix E Instructions for Completing Forms.

III. MODIFICATIONS: Enter ONLY the modification(s) proposed.

a. Course Prefix: ARTH
b. Number: 310
c. Title: History of Modern Art
   [Limit to 30 characters including punctuation and spaces.]
d. Credits in box: 0
   Minimum Credit Hours: 0
   Maximum Credit Hours: 4

f. College Code:
g. Department Code:
h. Credit Hours: 3
   Check (x) type: □ Variable □ Fixed

k. May Be Repeated for Credit: Check (x) □ Yes □ No
   If yes, Max Times: □ Yes □ No
   Max Credits Awarded:
   Level: Undergraduate □ Graduate □ Professional

m. Grade Method: □ Normal Grading □ Credit/No Credit (Pass/Fail)

n. Does proposed new course replace an equivalent course? Check (x) □ Yes □ No

o. Equivalent course: Prefix: ARTH
   Number: 310
   Title: History of Modern Art

p. CATALOG DESCRIPTION - Limit to 125 words - PLEASE BE CONCISE.

This course examines the history of Modern Art, from the late nineteenth century through present day. Focusing on works of painting, sculpture, architecture, and film, this course will help students to gain an understanding of the technical and stylistic elements of Modern Art. The course will also examine the historical, theoretical, and aesthetic issues often expressed in the art of the modern period. Students will develop skills and vocabulary to discuss and evaluate works of art, paying careful attention to the formal elements of art and the principles of design. (ARTH 110 or ARTH 111 recommended before taking this course.)

q. Term(s) Offered: r. Max Section Enrollment: 30
   Section(s) Affected:

s. Prerequisites or Restrictions: (If none, leave blank. Limit to 100 characters including punctuation and spaces.)
   NONE (Please remove current prerequisites, which will change to recommended courses in new description above.)

l. Co-requisites: courses must be taken concurrently (If none, leave blank. Limit to 100 characters including punctuation and spaces.)

To be completed by Academic Affairs Office - Standard & Measures Coding and General Education Code

[Box to check Basic Skills (BS) □ General Education (GE) □ Occupational Education (OC) □]

G E Codes

UCC Chair Signature/Date: ________________________ / __________

Academic Affairs Approval Signature/Date: ________________________ / __________
Complete all items below (New or Current).

Check all boxes where modifications are being made.
Enter the modification to be made (Proposed).

Course Identification

☐ Prefix (current) ARTH  ☐ Number (current) 110  ☐ LEC ___ LAB ___ SEM ___ (current)
(proposed)  (proposed)  (Enter Contact Hours per week)

☐ X Title (current) Prehistoric thru Middle Ages
(proposed) Prehistory thru Middle Ages

☐ Credit Hours (current) 3  ☐ Prerequisites (current)  ☐ Co-requisite (current)
(proposed)  (proposed)  (proposed)

☐ Course Description (current): (125 words maximum)

The history of art in Western Culture from prehistoric art through the art of the Middle Ages. Emphasizes the Classical Period of Greece and Rome and the Christian art of the Middle Ages.
(proposed):

☐ Course Outcomes and Assessment Plan (current)

Course Outcomes:
After completing this course successfully, students will:

1. Recognize and identify the work of the most influential artists and architects from the periods covered (Prehistory through Middle Ages).

2. Distinguish the cultural, social, and religious contexts of the works of art and architecture studied in the course. These cultures include the Ancient Near East, Egypt, Greece, Rome, Byzantium, and Medieval Europe.

3. Identify, describe, and analyze the significance of the styles of art and architecture from the periods covered.

4. Determine, interpret, and analyze the function(s) and meaning(s) of major works of sculpture, painting, and architecture from the cultures studied in the course.

5. Identify, describe, and analyze the significance of the techniques and materials employed in the creation of artwork.
6. Use appropriate vocabulary and verbal skills to *discuss and evaluate* works of art and architecture within the work’s cultural context.

**Assessment:**

Assessment will include exams, papers, projects, and participation, as appropriate for course topics.

Assessment could be broken down as follows:

20% Exam I (To assess Outcomes 1, 2, 3, 4, 5, 6)

20% Exam II (Outcomes 1, 2, 3, 4, 5, 6)

25% Final Exam (Outcomes 1, 2, 3, 4, 5, 6)

25% Architectural Scavenger Hunt Project (Outcomes 2, 3, 5, and 6)

10% Class participation and attendance (Outcomes 1, 2, 3, 4, 5, 6)

(proposed):

☐ Course Outline including Time Allocation (current)

Express Time Allocation in one of the following formats for a 3 credit hour course; adjust accordingly:

X Weeks (15 weeks)

Hours (45 hours; assuming 3 contact hours per week)

Percentages (100 percent)

**Possible course outline could include:**

Week 1: Course Introductions. What is Art History?

Week 1: The Language of Art History

Week 2: Prehistoric Art

Week 2: Film Screening: *Cave of Forgotten Dreams* (2010)

Week 3: Ancient Near Eastern Art I

Week 3: Ancient Near Eastern Art II

Week 4: Ancient Egyptian Art I

Week 4: Ancient Egyptian Art II
Week 5: Exam I

Week 5: Introduce Architectural Scavenger Hunt
   Aegean Art

Week 6: Greek Art I

Week 6: Greek Art II

Week 7: Greek Art III

Week 7: Greek Art IV

Week 8: Etruscan Art

Week 8: Roman Art I

Week 9: Roman Art II

Week 9: Roman Art III

Week 10: EXAM II

Week 10: Early Jewish and Early Christian Art

Week 11: Byzantine Art I

Week 11: Byzantine Art II

Week 12: Islamic Art

Week 12: Early Medieval Art

Week 13: Romanesque Art I

Week 14: **Architectural Scavenger Hunt Due
   Romanesque Art II

Week 15: Gothic Art I
   Reading: Janson Chapter 12

Week 15: Gothic Art II

FINAL EXAM (Exam III) will be scheduled during University’s final exam week

(proposed)
MODIFY A COURSE
Course Data Entry Form

I. ACTION TO BE TAKEN: MODIFY A COURSE

Desired Term Effective (6 digit code only) 201601 Examples: 201301 (Spring), 201305 (Summer), 201308 (Fall)
Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE TO BE MODIFIED:
   a. Course Prefix ARTH
   b. Number 110
   c. Title Prehistory thru Middle Ages

LIST THE LETTER(S) OF ALL CHANGES FROM SECTION III BELOW.
See Appendix E Instructions for Completing Forms.

III. MODIFICATIONS: Enter ONLY the modification(s) proposed.

   a. Course Prefix
   b. Course Number
   c. Contacthours
   d. [Enter formula for contact hours to credit hours in Appendix E]
   e. [Check box as appropriate. See definitions in Appendix E]
   f. Course Title: Prehistory thru Middle Ages (Limit to 30 characters including punctuation and spaces.)
   g. College Code
   h. Department Code
   i. Credit Hours: Check (x) type [ ] Variable [ ] Fixed
   j. Enter number in box
   k. May Be Repeated for Credit: Check (x) [ ] Yes [ ] No
   l. Levels: Check (x) [ ] Undergraduate [ ] Graduate [ ] Professional
   m. Grade Method: Check (x) [ ] Normal Grading [ ] Credit/No Credit (Pass/Fail)
   n. Does proposed new course replace an equivalent course? Check (x) [ ] Yes [ ] No
   o. Equivalent course: Prefix Number

   p. CATALOG DESCRIPTION – Limit to 125 words – PLEASE BE CONCISE.

   q. Term(s) Offered
   r. Max Section Enrollment 35
   s. Prerequisites or Restrictions: (If none, leave blank. Limit to 100 characters including punctuation and spaces.)
   t. Co-requisites: courses must be taken concurrently (If none, leave blank. Limit to 100 characters including punctuation and spaces.)

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code

[ ] Basic Skill (BS) [ ] General Education (GE) [ ] Occupational Education (OC) [ ] G.E. Codes

UCC Chair Signature/Date: ___________________________ / __________ Academic Affairs Approval Signature/Date: ___________________________ / __________

Office of the Registrar use ONLY
Data Rec’d: __________ Date Completed: __________ Entered: SCACRSE __________ SCADETL __________ SCARRES __________ SCAPREQ __________
COURSE INFORMATION FORM

Complete all items below (New or Current).
Check all boxes where modifications are being made.
Enter the modification to be made (Proposed).

Course Identification

☐ Prefix (current) ARTH  ☐ Number (current) 111  ☐ LEC __ LAB __ SEM __ (current)
(proposed) (proposed) (Enter Contact Hours per week)
LC __ LAB __ SEM __ (proposed)

☐ Title (current) Renaissance thru 20th Century
(proposed)

☐ Credit Hours (current) 3  ☐ Prerequisites (current)  ☐ Co-requisites (current)
(proposed) (proposed) (proposed)

☐ Course Description (current): (125 words maximum)
The history of art in Western Culture from the Renaissance to the 20th Century. Emphasizes Renaissance, Baroque, 19th and 20th Century styles.
(proposed):

☐ Course Outcomes and Assessment Plan (current)

Course Outcomes:
After completing this course successfully, students will:

1. Recognize and identify the work of the most influential artists and architects from the periods covered (Renaissance through 20th century).

2. Distinguish the cultural, social, and religious contexts of the works of art and architecture studied in the course.

3. Identify, describe, and analyze the significance of the styles of art and architecture from the periods covered.

4. Determine, interpret, and analyze the function(s) and meaning(s) of major works of sculpture, painting, and architecture from the cultures studied in the course.

5. Identify, describe, and analyze the significance of the techniques and materials employed in the creation of artwork.

6. Use appropriate vocabulary and verbal skills to discuss and evaluate works of art and architecture within the work’s cultural context.
Assessment:

Assessment will include exams, papers, projects, and participation, as appropriate for course topics.

Assessment could be broken down as follows:

20 % Exam I (To assess Outcomes 1, 2, 3, 4, 5, 6)

20 % Exam II (Outcomes 1, 2, 3, 4, 5, 6)

25 % Final Exam (Outcomes 1, 2, 3, 4, 5, 6)

25 % Paper (Outcomes 2, 3, 4, 5, and 6)

10 % Class participation and attendance (Outcomes 1, 2, 3, 4, 5, 6)

(proposed):

☐ Course Outline including Time Allocation (current)
   Express Time Allocation in one of the following formats for a 3 credit hour course; adjust accordingly:
   X Weeks (15 weeks)
   Hours (45 hours; assuming 3 contact hours per week)
   Percentages (100 percent)

Possible Course Outline:

Week 1: Course Introductions
   What is Art History? The Language of Art History

Week 1: The Language of Art History, continued

Week 2: Art in Thirteenth- and Fourteenth-Century Italy

Week 2: Artistic Innovations in Fifteenth-Century Northern Europe

Week 3: The Early Renaissance in Fifteenth-Century Italy I

Week 3: Introduce “Art in the News” Paper Assignment
   The Early Renaissance in Fifteenth-Century Italy II

Week 4: The High Renaissance in Italy, 1495-1520 I
Week 4: The High Renaissance in Italy, 1495-1520 II

Week 5: The Late Renaissance and Mannerism in Sixteenth Century Italy

Week 5: **EXAM I**

Week 6: Renaissance and Reformation in Sixteenth-Century Northern Europe

Week 6: The Baroque in Italy I

Week 7: The Baroque in Italy II

Week 7: The Baroque in Spain and the Netherlands

Week 8: The Baroque in France and England

Week 8: The Rococo

Week 9: Neoclassicism and Art in the Age of Enlightenment, 1750-1789

Week 9: This day reserved for catching up on course materials.

Week 10: **Exam II**

Week 10: Art in the Age of Romanticism

Week 11: The Age of Positivism I: Realism in France

Week 11: The Age of Positivism II: Impressionism

Week 12: The Age of Positivism III: Realism in Britain and America; Photography


Week 13: **“Art in the News” Paper Due**
  Toward Abstraction: The Modernist Revolution, 1904-1914 II: German Expressionism, Austrian Expressionism, Italian Futurism, etc.

Week 14: Art Between the Wars
Week 14: Postwar to Postmodern

Week 15: The Postmodern Era

FINAL EXAM (Exam III) will be scheduled during University’s final exam week.

(proposed)
MODIFY A COURSE
Course Data Entry Form

FORM F
Rev. September 2012

I. ACTION TO BE TAKEN: MODIFY A COURSE
   Desired Term Effective (6 digit code only): 201601  Examples: 201301(Spring), 201305(Summer),
   201308(Fall) Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE TO BE MODIFIED:
   a. Course Prefix: ARTH
   b. Number: 111
   c. Title: Renaissance thru 20th Century

LIST THE LETTER(S) OF ALL CHANGES FROM SECTION III BELOW.
See Appendix E Instructions for Completing Forms.

III. MODIFICATIONS: Enter ONLY the modification(s) proposed.
   a. Course Prefix
   b. Number
   c. Contact Hours: Lab, Seminar
   d. ☐ Practicum ☐ INDependent Study
   (Check (x) box as appropriate. See definitions in Appendix E)
   e. Course Title: (Limit to 30 characters including punctuation and spaces.)
   f. College Code:
   g. Department Code:
   h. Credit Hours: Check (x) type □ Variable ☐ Fixed
   (Enter hours per week in box. See formula for contact hours to credit hours in Appendix E)
   i. Enter number in box: Minimum Credit Hours j. Maximum Credit Hours
   k. May Be Repeated for Credit: Check (x) ☐ Yes ☐ No
   (If yes, Max Times or Max Credits Awarded)
   l. Levels: Check (x) ☐ Undergraduate ☐ Graduate ☐ Professional
   m. Grade Method: Check (x) ☐ Normal Grading ☐ Credit/No Credit (Pass/Fail)
   n. Does proposed new course replace an equivalent course? Check (x) ☐ Yes ☐ No
   o. Equivalent course: Prefix Number
   p. CATALOG DESCRIPTION – Limit to 125 words – PLEASE BE CONCISE.

q. Term(s) Offered:
   r. Max Section Enrollment: 35
   s. Section(s) Affected:
   t. Prerequisites or Restrictions: (If none, leave blank. Limit to 100 characters including punctuation and spaces.)
   u. Co-requisites: courses must be taken concurrently (If none, leave blank. Limit to 100 characters including punctuation and spaces.)

To be completed by Academic Affairs Office: Standard & Measures Coding and General Education Code
☐ Basic Skill (BS) ☐ General Education (GE) ☐ Occupational Education (OC) ☐ G.E. Codes

UCC Chair Signature/Date: ___________________________ I J

Academic Affairs Approval Signature/Date: ___________________________ I J

Office of the Registrar use ONLY
Date Rec’d: __________ Date Completed: __________ Entered: SCACRSE ______ SCADTL ______ SCARRS ______ SCAPREQ ______
GENERAL EDUCATION APPROVAL FORM

Form G plus justification of the General Education designation being sought must be sent to the General Education Coordinator (preferably electronically). The criteria for each designation can be found FSU General Education website: http://www.ferris.edu/HTMLS/academics/gened/gened.html

Upon review, the form below will be completed by the University General Education Committee for the courses that will meet General Education requirements. The form must be included in the proposal packet.

Course Prefix: ARTH  Course Number: 250

Course Title: Greek and Roman Art & Archaeology  G. E. Codes Requested: C

G.E. Codes: G=Global Consciousness; R=Race/Ethnicity/Gender Issues; S=Social Awareness; C=Cultural Enrichment; W=Writing Intensive; Z=Scientific Understanding; ZL=Scientific Understanding (Lab)

Initiator: Rachel Foulk  Date Sent: ____
Proposal Contact: Rachel Foulk  Email: foulkrferris.edu
Department: Humanities  Campus Address: JOH 124

Please Print

University General Education Committee: 4/29/15
Chair: X  Date Returned: 4/29/15

Based upon University General Education Committee review on 4/28/15 (date), we

☒ Support the request to designate the course listed above as a G (Insert Gen. Ed. Designation(s)).

☐ Do not support the request to designate the course listed above as a (Insert Gen. Ed. Designation(s)) for reasons listed below.

Comments:

____
Cultural Enrichment Course Criteria

Courses designated as Cultural Enrichment courses should meet the following criteria:

1. provide interpretive approaches to the events, arts, languages, or ideas of cultures;

   This course will focus on the material, visual, and artistic culture of Greece and Rome. The Greeks and Romans created monuments of architecture, sculpture, and painting to communicate their values, expressing ideas about society, politics, religion, and philosophy. This course will investigate important works of Greek and Roman art, as well as the source material that helps us to understand these works in their historical and cultural contexts. This source material includes ancient literature, as well as archaeological material such as coins and inscriptions. Within a chronological framework, thematic topics will include patronage, power, identity, memory, and religion, as well as the relationship between public and private art. Students will also develop the skills and vocabulary to discuss and interpret works of art, paying careful attention to the formal elements of art and the principles of design. In turn, these skills will better prepare students to think critically and analytically about the history of art and diverse forms of visual expression.

2. offer established methodologies for understanding components of cultures;

   This course will employ the methods of Art History and Archaeology to understand Greek and Roman culture. Major methods of Art History will include iconography (the identification, description, and interpretation of the content or subject matter of a work of art), iconology (the study of the significance and/or meanings of a work of art based on established cultural traditions), formal analysis (the study of compositional elements of a work of art like color, line, and texture), and stylistic analysis (the study of the appearance of a work of art, as it compares to others of the same period). Because this course engages with archaeological material, the methods of Archaeology will also be employed, including stratigraphy to better understand chronology, both absolute and relative. Art History and Archaeology are closely entwined in the study of Greek and Roman art.

3. offer an appreciation and understanding of the "techniques" of the arts or disciplines;

   This course will focus on numerous techniques used to create art and architecture in Greece and Rome. As course outcome number 2 explains, "Students will describe the significance of the techniques and materials employed in the creation of Greek and Roman art. (Examples include Athenian black-figure and red-figure pottery, fresco painting, mosaic work, cast bronze sculpture, carved stone sculpture, and the Orders of Classical architecture.)" Closely related to technique, students will study various artistic media and how these materials influence technique and process.

4. possibly provide participation in the various arts;

   The professor will make efforts to explain Greek and Roman artistic process in this course with PowerPoint presentations, readings about artistic techniques, and demonstration videos. However, student creation of artwork will be difficult in this course. Students will hopefully develop an appreciation and deeper understanding of the arts in this course.

5. help students see the connection between the elements of cultures and themselves;

   Many of the themes explored in this course are relevant today in students' lives. The course will investigate how art communicates ideas about power, identity, memory, and religion (please see “Special Topics to Consider” column in the course outline). Moreover, the course will emphasize the impact of Greek and Roman culture on our own modern culture in the United States. One of the most obvious examples is how the Orders of Classical Architecture are still employed today in public and private architecture. We will investigate the endurance of Greek and Roman forms and the Classical tradition throughout the course.

6. help students explore new ways to perceive, think, experience, and value;

   This course will emphasize the power of images to convey meaning. Students will use vocabulary specific to Greek and Roman art, buildings and urban schemes, as well as the historical discourse of ancient art and architecture (emphasized in course outcome number 5, which asks students to “use appropriate vocabulary and verbal skills to discuss and evaluate works of art and architecture within cultural context.”). In turn, these skills will better prepare students to think critically and analytically about diverse forms of visual expression that they may encounter outside the course.
7. help students gain a better understanding of a culture from an analysis of specific events or works;

The course will focus on specific works of art and architecture as a way of understanding Greek and Roman culture. Course outcome 1 emphasizes that “Students will recognize and identify major monuments of painting, sculpture, and architecture from ancient Greece and Rome (and the artists and architects who made these works, if known).” Likewise, course outcome 2 asks students to “explain the significance of the styles of Greek and Roman art and architecture, as well as distinguish the cultural context of these works. (This includes recognizing the Archaic, Classical, and Hellenistic styles of the Greeks, as well as the distinctively eclectic style of the Romans that combined styles from around the Mediterranean with local Italic styles).” Closely related, course outcome number 4 states that “Students will determine, interpret, and analyze the function(s) and meaning(s) of major works of sculpture, painting, and architecture from Greek and Roman cultures.” Numerous specific works of art will be discussed in class and in course readings. Students will also be asked to demonstrate their understanding of specific works of art on exams (“Key Works of Art” will be listed on online study guides). Moreover, students will engage in individual research projects investigating a work of Greek or Roman art in depth.

8. be compatible with the designation of other universities;

The History of Greek and Roman art is a common course taught at other universities, including Western Michigan University, Central Michigan University, and the University of Michigan. Art History courses traditionally fulfill arts/culture requirements in university curricula.

9. provide knowledge and appreciation of the components of a culture;

This course will focus on the significance of visual art to culture. Art will be studied as powerful dynamic that shapes and communicates human values and ideals. This is probably best addressed in course outcome number 4, which emphasizes that “Students will determine, interpret, and analyze the function(s) and meaning(s) of major works of sculpture, painting, and architecture from Greek and Roman cultures.”

10. offer an understanding of the processes of thought or creativity that produces a cultural artifact;

By focusing on specific works of Greek and Roman art, this course will engage with the processes of thought and creativity that produce cultural artifacts. In some cases, we know a great deal about individual artists and patrons from ancient literature (the Parthenon in Athens, for example, is well attested in historical sources). At times, however, it is quite difficult to access the personalities and/or motivations of Greek and Roman artists, so we will study monuments and styles alongside historical events in an effort to understand them better as works of cultural expression. We will also study the importance of patronage as a driving force in the making of art, as well as the relationship between public and private art.

11. be taught by faculty with the appropriate credentials.

I taught the Greek and Roman Art & Archaeology course successfully in Spring 2014 as ARTH 290 with the Cultural Enrichment designator. I am prepared to continue to teach this course regularly based on what I have learned in teaching the experimental course. In terms of credentials, my Ph.D. is in Art History with a specialization in ancient Greek and Roman art. I am actively researching in the field, presenting at conferences, and publishing my work.