Code # Enter text…

**New Course Proposal Form**

**[x] Undergraduate Curriculum Council**

**[ ] Graduate Council**

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

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

Email completed proposals to curriculum@astate.edu for inclusion in curriculum committee agenda.

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| Shelley Gipson 2/7/2017**Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**COPE Chair (if applicable)** |
| Curtis Steele 2/9/2017**Department Chair:**  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Head of Unit (If applicable)**   |
| Warren Johnson 2/21/2017**College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Undergraduate Curriculum Council Chair** |
| Deborah Chappel Traylor 2/22/2017**College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Graduate Curriculum Committee Chair** |
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| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Enter date |

**General Education Committee Chair (If applicable)**   | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Vice Chancellor for Academic Affairs** |

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

**Curtis Steele,** **csteele@astate.edu****, 870.972.3050**

2. Proposed Starting Term and Bulletin Year

**Fall 2017**

3. Proposed Course Prefix and Number (Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*. )

**ARTH 4233**

4. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

**Gender and the Body in Modern and Contemporary Art**

**Short Title: Gender and the Body in Art**

5. Brief course description (40 words or fewer) as it should appear in the bulletin.

**A thematic look at the many ways the human body has been represented in visual culture from the early 19th century to the present day with a focus on both high art and popular culture.**

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

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

**junior level standing; or permission of the instructor**

* 1. Why or why not?

**Ideally, students will have taken both of the introductory Art History Surveys as well as a 3000-level art history course if they are BA – AH or BFA students. We chose to use junior standing, however, to allow for non-art students to easily take this class after they have a sufficient non-art background to pass the reading, writing, and research requirements of this course. With the permission of instructor, outstanding students may take this course before their junior year.**

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

7. Course frequency(e.g. Fall, Spring, Summer). *Not applicable to Graduate courses.*

**Fall, odd**

8. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

**seminar**

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

**Standard letter**

10. Is this course dual listed (undergraduate/graduate)?

**no**

11. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

**No**

1. If yes, please list the prefix and course number of cross listed course.

 Enter text...

1. Are these courses offered for equivalent credit? **No**

 Please explain. Enter text...

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

a. If yes, what program?

 Enter text...

13. Does this course replace a course being deleted? **No**

a. If yes, what course?

Enter text...

14. Will this course be equivalent to a deleted course? **No**

a. If yes, which course?

Enter text...

15. Has it been confirmed that this course number is available for use? **Yes**

 *If no: Contact Registrar’s Office for assistance.*

16. Does this course affect another program? **No**

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

**Course Details**

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

**Week 1: Gender as natural or constructed**

**Week 2: Myths of creativity and the significance of the nude**

**Week 3: Feminized male bodies in war time**

**Week 4: Creativity and Romanticism**

**Week 5: Birth of Venus: high art pinups**

**Week 6: 19th-century gaze**

**Week 7: Exotic/primitive bodies**

**Week 8: Dada and Surrealism**

**Week 9: 70s: Reclaiming the body**

**Week 10: Deconstructing advertising**

**Week 11: 80s pop music videos**

**Week 12: Fat acceptance**

**Week 13: Plastic surgery/body mutilation**

**Week 14: Bodies of Color**

18. Special features (e.g. labs, exhibits, site visitations, etc.)

19. Department staffing and classroom/lab resources

**Existing faculty**

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

 **No**

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

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

**Course Justification**

21. Justification for course being included in program. Must include:

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

 **We are restructuring the art history curriculum for 3 primary reasons: 1. to provide our students with a more holistic view of the history of art, 2. to better reflect the expertise of our current faculty, including new tenure-track professors, and 3. to emphasize global awareness and visual literacy, which provides important skills and a broad knowledge base for all BA and BFA majors. Gender and the Body in Modern and Contemporary Art exemplifies all of these goals. For our program-level goals, this course will reinforce critical reading and thinking while emphasizing research skills and writing. Furthermore, students will be required to write a state of the research paper that emphasizes the principles of research introduced at the 3000 level.**

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

**The Department of Art and Design is dedicated to the creative, aesthetic, and cultural development of visual art students that builds upon a well-rounded liberal arts education. This course will give the students practice in analysis, interpretation, critical thinking, and writing/research skills as well as making them more historically and globally aware.**

c. Student population served.

**Art, art history, art education, and graphic design majors as well as minors and non-majors**

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

**This upper-level seminar course is meant to deepen students’ knowledge of a crucial theme in modern and contemporary visual culture while simultaneously emphasizing research methods and reinforcing their critical thinking skills and their aptitude with visual literacy.**

**Assessment**

**University Outcomes**

22. Please indicate the university-level student learning outcomes for which this new course will contribute. Check all that apply.

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| * 1. **[ ]** Global Awareness
 | * 1. **[x]** Thinking Critically
 | * 1. **[x]** Information Literacy
 |

**Relationship with Current Program-Level Assessment Process**

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

Using Curriculum Map F17 forward, this class falls in the 4000-level ARTH electives

It emphasizes and reinforces content: PLO 1 Content Knowledge – Students will demonstrate familiarity with the stylistic qualities for major works of art through being able to describe, interpret, and judge them.

It reinforces critical Thinking Skills: PLO2 Critical Thinking Skills – SWBAT critically evaluate a work of art, utilizing formal analytical skills and an understanding of historical context, demonstrating their command of the elements of art (including terminology) to read the content of the objects (visual literacy).

It emphasizes and reinforces research skills: PLO3 Research – Students will produce a research project using current methodologies that will be presented to the faculty and evaluated for quality and contribution to the field.

24. Considering the indicated program-level learning outcome/s (from question #23), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

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

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| **Program-Level Outcome 1 (from question #23)** | Content Knowledge – Students will demonstrate familiarity with the stylistic qualities for major works of art through being able to describe, interpret, and judge them. |
| Assessment Measure | Attribution of period/style and possible artists for 6 unknown images, where students make an argument for identification using comparative objects or buildings. Successful students will appropriately identify 4 of 6 images. |
| Assessment Timetable | Year 1 (2016-2017) on a three-year cycle  |
| Who is responsible for assessing and reporting on the results? | Art History Faculty report to Art and Design Assessment Committee |

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| **Program-Level Outcome 2 (from question #23)** | Critical Thinking Skills – Students will be able to critically evaluate a work of art, utilizing formal analytical skills and an understanding of historical context, demonstrating their command of the elements of art (including terminology) to read the content of the objects (visual literacy). |
| Assessment Measure | Direct: Using a rubric as the metric, a significant piece of original writing that evaluates a work of art (such as the exhibition project) from a 3000-level course will be submitted to the art history faculty. Successful students will score 80% on a 100-point scale. |
| Assessment Timetable | Year 2 (2018-2019) on a three-year cycle. |
| Who is responsible for assessing and reporting on the results? | Art History Faculty report to Art and Design Assessment Committee |

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| **Program-Level Outcome 3 (from question #23)** | Research – Students will produce a research project using current methodologies that will be presented to the faculty and evaluated for quality and contribution to the field. |
| Assessment Measure | Thesis paper will be assessed using a 10-point scale, focusing on the originality of the student’s research and their ability to form a coherent argument. Student will also be asked to present an abridged version of the paper to the faculty at the end of the semester (graded using a rubric to be developed), and provide a 150-word abstract prior to the presentation.Successful students will score a 9 on the 10-point scale for the paper, and a 90% on the presentation rubric(to be developed). |
| Assessment Timetable | Year 2 (2018-2019) on a three-year cycle. |
| Who is responsible for assessing and reporting on the results? | Art History Faculty report to Art and Design Assessment Committee |

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

 **Course-Level Outcomes**

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

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| Outcome 1 | Students will be able to identify major issues surrounding the history of the museum. |
| Which learning activities are responsible for this outcome? | Lecture, in-class discussions, assigned reading |
| Assessment Measure  | Assessed through exams  |

*(Repeat if needed for additional outcomes)*

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| Outcome 2 | Students will be able to write critically art in the context of art historical research to think critically about art historical research and how to write about art  |
| Which learning activities are responsible for this outcome? | Group discussion based on readings  |
| Assessment Measure  | Assessed through response paper and final exhibition project written component using a rubric that is yet to be developed |

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| Outcome 3 | Students will be able to use appropriate research skills. |
| Which learning activities are responsible for this outcome? | Class presentations, research paper |
| Assessment Measure  | Assessed through research paper – written component using a rubric that is yet to be developed |

**Bulletin Changes**

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| **Instructions**  |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.** **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.** - Deleted courses/credit hours should be marked with a red strike-through (~~red strikethrough~~)- New credit hours and text changes should be listed in blue using enlarged font (blue using enlarged font). - Any new courses should be listed in blue bold italics using enlarged font (***blue bold italics using enlarged font***)*You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the ‘format painter’ icon 🡪 , and selecting the text you would like to apply the change to.* *Please visit* [*https://youtu.be/yjdL2n4lZm4*](https://youtu.be/yjdL2n4lZm4) *for more detailed instructions.* |

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*ARTH 4223.* ***Gender and the Body in Modern and Contemporary Art****. A thematic look at the many ways the human body has been represented in visual culture from the early 19th century to the present day with a focus on both high art and popular culture. Prerequisites, junior level standing; or permission of instructor. Fall, odd.*