Proposal Form For Addition And Revision Of Courses

1. Proposing College / School: Liberal Arts
   Department: Art

2. Course Prefix and Number: ARTS 1510
   3. Effective Term: Sum 2013

4. Course Title: Looking At Art: Approaches to Interpretation
   Abbreviated Title (30 characters or less):

5. Requested Action:
   - ◯ Renumber a Course
     Current Course Number:
   - ☑ Add a Course
     Proposed Course Number: 1510
   - ◯ Revise a Course
     Type of Revision:

6. Course Credit:
   Contact/Group Hours
   Maximum Hours (Repeatability): 3

<table>
<thead>
<tr>
<th>Contact/Group Hours</th>
<th>Scheduled Type (e.g.: Lab, Lecture, Practicum, Directed Study)</th>
<th>Weekly or Per Term?</th>
<th>Credit Hours</th>
<th>Anticipated Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Lecture</td>
<td>Weekly</td>
<td>3</td>
<td>50</td>
</tr>
</tbody>
</table>

   Total Credit Hours: 3

7. Grading Type:
   - ☑ Regular (ABCDF)
   - ◯ Satisfactory/Unsatisfactory (S/U)
   - ◯ Audit

8. Prerequisites/Corequisites:
   Use "P:" to indicate a prerequisite, "C:" to indicate a corequisite, and "P/C:" to indicate a prerequisite with concurrence.
   None

9. Restrictions: List specific restriction in space above.
   - ☐ College
   - ☐ Major
   - ☐ Standing
   - ☐ Degree

10. Course Description:
    (20 Words or Less; exactly as it should appear in the Bulletin)
    Introduces the fundamental structures of the art world, and multiple approaches to looking at and responding to art.

11. May Count Either: _______ or _______
    (Indicate if this particular course cannot be counted for credit in addition to another)

12. Affected Program(s):
    (Respond "N/A" if not included in any program; attach memorandum if more space is required)

13. Overlapping or Duplication of Other Units' Offerings:
    (If course is included in any other degree program, is used as an elective frequently by other unit(s), or is in an area similar to that covered by another college/school, attach correspondence with relevant unit)
   - ☑ Applicable
   - ◯ Not Applicable
14. Justification:

This course will complement our core art history offerings by providing perspectives on the formal, contextual, and expressive attributes of art, and on the cultural and individual construction of meaning. It will inform students in the observational and critical practices that allow meaningful encounters with a wide range of visual objects. While not essentially a historical survey (like our existing core offerings), it will seek a general and inclusive examination of artists’ intentions and practices across cultures and periods. It will immerse students in observational strategies through slide lectures and guided museum/gallery visits, and will require reflective writing, readings, and discussion. The broad, introductory nature of the course makes it especially suitable for the intended general student audience.

Auburn is one of only two Alabama state universities (with UAH) that offer art history survey courses as their exclusive general studies/core visual art offerings. Alabama State offers no visual art core courses; all 10 others offer at least one art appreciation/introduction to art/visual culture course of the sort proposed here. The University of Alabama offers three such non-survey art courses for general studies fine art credit. We presently routinely accept, as part of the AGSC articulation agreement, any of these courses for Auburn core fine arts credit. Thus, we wish to offer our own introductory visual art course, which we believe is designed to offer greater range, rigor and substance than many analogous courses at other institutions.

This course has additional advantages in that more of our faculty (studio artists as well as art historians) are well qualified to teach it than our art history survey. We will have greater flexibility in scheduling the course, and it will be easier to offer during the summer term when our art historians are often travelling for research and unavailable.

(Include a concise, yet adequate rationale for the addition/revision of the course, citing accreditation, assessments (faculty, graduate, and/or external) where applicable)

15. Resources:

No new position line or additional space allocation will be needed to offer the course. As a large-enrollment course, it will contribute to our faculty's productivity.

(Indicate whether existing resources such as library materials, classroom/laboratory space, and faculty appointments are adequate to support the proposed addition/revision; if additional resources are required, indicate how such needs will be met, referencing the appropriate level of authorization -- i.e., Dean -- where necessary; if no additional resources or shifting of resources will be necessary, respond "Not Applicable")

16. Student Learning Outcomes:

Student Learning Outcome 11

Students will understand and appreciate the arts and aesthetics as ways of knowing and engaging in the world.

1. Develop and articulate criteria for aesthetic judgment.
2. Understand how various art forms and/or works of art both reflect and inform society at large, historically and/or in the present.
3. Be able to study, create, or participate in some form of artistic expression as a means of understanding the creative process.

Course Content & Objectives

Students will:

- learn to appreciate the scope of meaning and multiple approaches to the interpretation of a work of art
- develop a vocabulary and basic skills regarding the observation of visual art
- consider the relationship between artist and audience
- gain an understanding of the historical development of art and the power of art to affect history, society and culture
- discuss a variety of ways in which art is created, disseminated to the public, and interpreted
- develop basic skills in the analysis of visual art and learn to articulate informed responses to works of art
- explore basic course concepts through quizzes, writing, and focused
17. Course Content Outline:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction, Overview, Art Vocabulary</td>
</tr>
<tr>
<td>2</td>
<td>What is Art?: Meaning &amp; Purpose What is not Art?</td>
</tr>
<tr>
<td>3</td>
<td>The Form of Art: Processes and Components of a Work of Art</td>
</tr>
<tr>
<td>4</td>
<td>Major Themes in Art: Art Through The Ages: Global Perspectives</td>
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<tr>
<td>5</td>
<td>Major Themes in Art: The Development of Modern Art</td>
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<tr>
<td>6</td>
<td>Major Themes in Art: Postmodernism</td>
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<tr>
<td>7</td>
<td>The Discourse of Art: Writing and Talking About Art</td>
</tr>
<tr>
<td>8</td>
<td>The Meaning and Interpretation of Art</td>
</tr>
<tr>
<td>9</td>
<td>Major Themes in Contemporary Art</td>
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<tr>
<td>10</td>
<td>Evaluating Value: Education and The Academy</td>
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<tr>
<td>11</td>
<td>Evaluating Value: The Sites of Art</td>
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<tr>
<td>12</td>
<td>Evaluating Value: The Business of Art</td>
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<tr>
<td>13</td>
<td>Artists in Society: Art as Social Activism/Arts Advocacy/Public Policy Art In Public Spaces</td>
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<tr>
<td>14</td>
<td>Art In The Everyday/Art As Interdisciplinary and Collaborative Activity/</td>
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<tr>
<td>15</td>
<td>The Future of Art: The End of Art? Shifting Attitudes and The Impact of Technology</td>
</tr>
<tr>
<td>16</td>
<td>Final Project Presentations</td>
</tr>
</tbody>
</table>

(State in measurable terms (reflective of course level) what students should be able to do when they have completed this course)

18. Assignments / Projects:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
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<tbody>
<tr>
<td>1</td>
<td>Image Identification: 10%</td>
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There will be two, multiple choice image identification tests based on images of artwork covered in the course content. Image identification tests will count as 10 percent of the overall class grade. There will be two image
Identification tests: one at week six, the second at week nine.

Attendance at Cultural Events 10%
Students will be expected to attend three pre-approved events such as lectures, exhibitions, or art events throughout the semester. Students will respond using a provided reflection outline form (available through Canvas). Attendance at events with written responses will count as 10 percent of the overall class grade.

Quizzes: 20%
Throughout the semester brief quizzes covering the course content (readings, lectures, etc.) will be given. Quizzes will count as 20 percent of the overall class grade. Quizzes will be announced in class. There will be no more than five quizzes per semester.

Written Responses: Total 60%:
- Reading Responses: 30%
Throughout the semester, students will be required to write brief response to readings and/or course content. These responses will be 300-350 words (typed, double spaced, 1 inch margins, 12-point Times New Roman font). Reading responses will count as 30 percent of the overall class grade. There will be no more than five assigned reading responses per semester.

- Focused Projects: 30%
Throughout the semester, students will explore course content through focused projects.
There will be at least one focused project prior to mid-semester and one following mid-semester. There will be no more than three focused projects. Examples of focused projects may include: planning an exhibition or community art project; creating a ‘map’ of the art world; or preparing the argument for the ‘purchase’ of a major artwork for an international museum. The focused projects will count as 30 percent of the overall class grade.

(List all quizzes, projects, reports, activities and other components of the course grade -- including a brief description of each assignment that clarifies its contribution to the course's learning objectives)

19. Rubric and Grading Scale:

Absence and Late Assignments
With a University approved excuse projects may be turned in at the beginning of class following the absence without penalty; beyond that time, projects will be considered late. Projects that are late for any reason will not be accepted.

Grading: A standard scale will be used. ≥90% A; 80-89% B; 70-79%; 60-69% D; <60% F

A Consistently superior work in all respects including concept, craft, and interaction with peers and committee members.
B Above average work, based on the above criteria.
C Average work, based on the above criteria.
D Below average work, based on the above criteria.
F Inadequate work/progress, based on the above criteria as well as failure in timeliness and preparation at mid-semester and final reviews.
FA Failure due to flagrant disregard for any one of the following responsibilities: regular attendance, regular meetings with committee members, or timely presentations.

(List all components of the course grade -- including attendance and/or participation if relevant -- with point totals for each; indicate point totals and ranges or percentages for grading scale; for S/U grading, detail performance expectations for a passing grade)

20. Justification for Graduate Credit: n/a
(Include a brief statement explaining how the course meets graduate educational standards (i.e.: rigorous standards for evaluation, development of critical thinking and analytical skills, etc.))

(Included below are standard statements regarding course policies. If necessary, a statement may be altered to reflect the academic policies of individual faculty members and/or the academic unit or department, provided that there is no conflict with the Tiger Cub, Faculty Handbook, or any existing university policy.)

POLICY STATEMENTS

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Tiger Cub for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination (e.g. hour exam, mid-term exam) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Tiger Cub will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations: Students who need special accommodations in class, as provided for by the Americans With Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodation Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/T).