

California University of
Pennsylvania Guidelines for New
Course Proposals University
Course Syllabus
Approved: 8/20/12
Department of Art & Design

A. Protocol

Course Name: American Art: European Settlement through 1918

Course Number: ART 333

Credits: 3

Prerequisites: None

Maximum Class Size (face to face): 40 students

Maximum Class Size (online): N/A

B. Objectives of the Course:

In the context of the study of the history of American art . . .

1. Students will synthesize information and concepts gained from course readings.
2. Students will evaluate written material and reach conclusions.
3. Students will conduct careful, thoughtful observations of objects related to art and society.
4. Students will describe observations using appropriate visual art terminology.
5. Students will apply course theories to problem solving exercises.
6. Students will interpret, analyze, and evaluate visual images.
7. Students will compare, contrast, and classify stylistic characteristics in the arts.
8. Students will analyze visual art in relationship to contemporaneous social, political, religious and cultural issues.
9. Students will demonstrate essential basic art historical methods of inquiry emphasizing clear observation, critical thinking, informed judgments, abstract reasoning, and problem solving skills.
10. Students will present art historical content using clear written and oral exposition.
11. The students will address requirements under the guidelines for "Knowing the Content" established by the Pennsylvania Department of Education for Art Education Certification.

C. Catalog Description:

This course will consider painting, sculpture and photography in America from the time of European settlement to 1918 with special attention given to political, social and cultural contexts. Course organization is both chronological and thematic. It emphasizes major figures, such as John Singleton Copley, Benjamin West, Thomas Cole, Winslow Homer, Thomas Eakins, but it also focuses on issues such as the construction of an American identity, the role of the fine arts in American society, and the tensions of class, gender, race and ethnicity in American art. Examination of key works of art will be accompanied by discussion of related readings in art theory

D. Outline of the Course:

1. Introduction to American Art
2. Pre-Colonial American Art – Regional and Cultural Distinctions
3. Early Colonial Painting and how to read a portrait
4. Late 18th Century Portraiture and John Singleton Copley
5. Grand Manner History Painting — West, Trumbull and Copley
6. Grand Manner History Painting — Morse, Allston and Vanderlyn
7. America's Heroes: Washington as Icon and Jefferson as Patron
8. Federal Portraiture and still-life painting
9. American Landscape painting — Allston and Cole
10. Landscape painting — Manifest Destiny & the search for the ideal
11. Genre Painting — The Politics of Everyday Life
12. Neoclassical Sculpture
13. Images of African-Americans and Native Americans
14. Civil War Photography
15. American Naturalism and Realism — Homer
16. Eakins and Tanner
17. America's Expatriates — Whistler, Sargent and Cassatt
18. Aestheticism & Late 19th Century Painting
19. Late 19th Century Sculpture
20. Documentary Photography in the Late 19th Century
21. American Arts & Crafts Movement
22. Henri and The Eight — the Ashcan School
23. Alfred Stiegliz and his Influence
24. New York Dada
25. Early Modernism and The Armory Show

E. Teaching Methodology:

- 1) Traditional Classroom Methodology

The class will be taught in a lecture-discussion format. Participation in class discussions is required so that students may enhance both critical thinking and communication skills. The instructor will present material for discussion from a variety of media sources, and when possible, the class will make visits to museums to see works of art produced during the periods considered in the course. The textbook is intended as a source of background information, and the instructor extends its scope, often with primary source material. The instructor draws connections among the historical events of the period, the aesthetic ideas current in the period, the technologies of the time period, specific cultural milieux, and the development of individual artists. The course is designed to present the study of art history as an examination of the contributions of artists within the context of broader historical, religious, and cultural developments.

- 2) This course will not be offered online.

F. Text

Required readings drawn from the following:

Craven, Wayne. *American Art: History and Culture*. New York: McGraw-Hill, 2002.

Doezema, Marianne and Elizabeth Milroy, eds. *Reading American Art*. New Haven: Yale University Press, 1998.

Pohl, Frances K. *Framing America: A Social History of American Art*. London: Thames & Hudson, 2002.

G. Assessment Activities:

1) Traditional Classroom Assessment

1. Examinations: Students will complete two examinations during the course of the semester and a cumulative final exam. All exams will consist of slide identifications, objective items, comparison-contrast essays, and thematic essays.
2. Quizzes: Student progress will be assessed throughout the term via frequent quizzes. The quizzes will examine student comprehension of information presented in class regarding iconography, style, technique, cultural and political context.
3. Response papers: Students will write two response papers on supplemental reading selections during the term.
4. Class Presentation: Each student will prepare and make a presentation to the class on a topic approved by the instructor. Presentations will address aspects of historical and individual style, iconology and themes, patronage, and historical contextual influences.

H. Accommodations for Students with Disabilities:

Accommodations for Students with Disabilities

Students with disabilities:

- Reserve the right to decide when to self-identify and when to request accommodations.
- Will register with the Office for Students with Disabilities (OSD) each semester to receive accommodations.
- Might be required to communicate with faculty for accommodations which specifically involve the faculty.
- Will present the OSD Accommodation Approval Notice to faculty when requesting accommodations that involve the faculty.

Requests for approval for reasonable accommodations should be directed to the Office for Students with Disabilities (OSD). Approved accommodations will be recorded on the OSD Accommodation Approval notice and provided to the student. Students are expected to adhere to OSD procedures for self-identifying, providing documentation and requesting accommodations in a timely manner.

Contact Information:

- Location: Azorsky Hall – Room 105
- Phone: (724) 938-5781
- Fax: (724) 938-4599
- Email: osdmail@cup.edu

Web Site: <http://www.calu.edu/current-students/student-services/disability/index.htm>

- I. Supportive Instructional Materials, e.g. library materials, web sites, etc.

ArtStor image collections are a primary resource for class presentation and discussion. Manderino Library holds serials such as The Art Bulletin, Art History, Smithsonian Studies in American Art, and American Art which provide students with access to recent scholarship on topics related to American art.

Additional Information for Course Proposals

- J. Proposed Instructors: Art historian, or qualified Art & Design faculty

- K. Rationale for the Course:

This course is one of several new courses proposed in order to strengthen art history course offerings. As part of the proposed BA in Art focus in Art History, it will allow students to develop an in-depth understanding of this important subject in the history of art. As an upper-division elective, the course will provide all Art & Design majors with a more thorough treatment of the development of the visual arts in the United States.

- L. Specialized Equipment or Supplies Needed:

A smart classroom is required.

- M. Answer the following questions using complete sentences:

1. Does the course require additional human resources? (Please explain)

No additional human resources are required to offer this course.

2. Does the course require additional physical resources? (Please explain)

It does not; however, a smart classroom is needed for the course.

3. Does the course change the requirements in any particular major? (Please explain)

This course would be an elective for Art & Design majors.

4. Does the course replace an existing course? (If so, list the course)

It does not.

5. How often will the course be taught?

The course will be offered at least once every three years.

6. Does the course duplicate an existing course in another Department or College? (If the possibility exists, indicate course discipline, number, and name)

It does not.

7. What is the recommended maximum class size for this course?

The maximum recommended class size is 40 students.

- N. If the proposed course includes substantial material that is traditionally taught in another discipline, you must request a statement of support from the department chair that houses that discipline.

It does not.

- O. Please identify if you are proposing to have this course considered as a menu course for General Education. If yes, justify and demonstrate the reasons based on the categories for General Education. The General Education Committee must consider and approve the course proposal before consideration by the UCC.

This course is proposed for the General Education Fine Arts menu.

The course satisfies the following educational goals (as stipulated by the General Education 2012 Program Guidelines):

1. "To present, critique or analyze human values, beliefs, and emotions as they are conceptualized, formulated, and expressed through ... artifacts and perceived through the senses...."
2. "To compare and contrast the artistic expression of different cultural groups..."
3. "To recognize how values, ethics or social norms impact artistic expression ..."
4. "To apply the tools of critical thinking to the fine arts..."

- P. Provide Approval Form (electronically).

Additional Guidelines

The following are additional guidelines that you must follow which will expedite your course proposal. Failure to follow these guidelines will result in the return of the proposal to the department.

1. Be sure that your proposal is in the correct format (Guidelines for New Course Proposals) and that all questions have been completely answered
2. Be sure that you have completed and attached the Application to Establish a New Course form and/or the Advisement Sheet Revision form and that the appropriate signatures have been affixed. Please send through the process electronically (the preferred method) or by paper. No items will be placed on the agenda until the Chair of the UCC is in possession of these forms.
3. Be sure that you include an updated advisement sheet for any course that is being required by the department or is classified as a restricted elective. In addition, you must include an electronic copy (MS Word or PDF) of the current advisement sheet(s) with your proposal. Be certain that all advisement sheets affected by the proposed course change be included with your proposal.
4. When submitting materials for consideration by the Curriculum Committee, you

5. All completed items must be in the hands of the Chairperson of the Curriculum Committee a minimum of one week prior to the next regularly scheduled meeting.
6. Any department requesting a course name change, number change, prefix changes, credit changes, etc. must submit this request on the Application to Establish a New Course Form and submit electronically.
7. New advisement sheets, major proposals, minors, or changes to advisement sheets will become effective the fall semester following committee approval. The advisement sheets must also include the committee approval date and the effective date on the advisement page. Submit this request on the Advisement and /or Program Changes form.
8. New courses will become effective the semester following committee approval.
9. Any references listed must be in the appropriate bibliographic format for the discipline.
10. Online courses must follow the Quality Matters™ rubric and is posted on the UCC website. Be sure that you include the online teaching methodology statement (refer E.2 above) that refers to the Quality Matters™ rubric.
11. All course objectives must follow Bloom's Taxonomy learning domains located on the UCC website.