

California University of Pennsylvania
Guidelines for New Course Proposals
University Course Syllabus
Department of Art and Languages
UCC Approval date: 12 / 9 / 19
(date will be added by UCC)

A. Protocol

Course Name: Black Art
Course Number: Art 244
Credits: 3
Prerequisites: None
Maximum Class Size (face-to-face): 35
Maximum Class Size (online): 50

B. Objectives of the Course:

Upon completion of the course, students should be able to:

- 1) Discuss how race, culture, and history through a study of Black Art reflects on the viewer.
- 2) Analyze cultural diversity through the study of Black Art
- 3) Describe information on Black Art through research, writings, and dialogue.
- 4) Investigate and critique Black Art.
- 5) Discuss stereotypes about racial and cultural backgrounds that are critically addressed in visual art.
- 6) Discuss the links that connect culture, art, and cognition.
- 7) Discuss the lives and works of artists who have been underrepresented.
- 8) Evaluate community opportunities and connections to Black Art.
- 9) Compare and contrast Black Art with art from Africa and other places that create a diverse perspective.

C. Catalog Description:

This course will give students a unique focus to Black Art. The course is designed to connect art, community cultural development, and Black Art throughout the world. Through artist profiles and discussions that provoke a variety of views, students will be challenged to write and present their answers to how racial and cultural links are visually portrayed. When given the opportunity to compare and contrast international Black Art, students can make connections to subject matter and a variety of techniques.

D. Outline of the Course:

The course will be taught with lecture, discussions, and visual images that include the following:

1. In-class discussions and participation that will allow students to share their knowledge of Black Art and artists.
2. Community connections that will allow students to learn the differences between local, country, and world views and their own racial identity.
3. A variety of art techniques and subject matter that will give a hands-on approach to learning.
4. Written responses and research to artists and their work that will evolve as a regular approach to studying images.
5. Museum connections that focus on exhibiting Black Art.

6. Through an artmaking or written experience, students will explore race in a personal and meaningful way. This will lead them to define culture and the biases that can support or destroy the meanings of cultural artifacts.

E. Teaching Methodology:

1. Traditional Classroom Methodology:

A variety of teaching methodologies will be used in this course. They include, but are not limited to: classroom lectures, viewing of videos, multi-media presentations, guest speakers, whole class discussions and small group, analysis of paintings, sculpture and other artifacts, individual projects, group projects, field trips, and online enhanced communication strategies such as email and incorporation of internet resources.

2. Online Methodology

In addition to the above-mentioned strategies, the following methodology will be used in teaching this course: whole class threaded discussions and small group threaded discussions, student comments, and online enhanced communication strategies such as email, chat rooms, phone conferences, synchronous (live) and asynchronous oral and visual communication (audio and visual recordings), field trips, and incorporation of Internet resources. Emphasis will be placed on engaging the learner for involvement and active participation in the learning process.

F. Text or other approved text.

Art and Social Justice Education: Culture as Commons (2012), a volume of essays, artist profiles, and teaching reflections edited by Therese Quinn, John Ploof, and Lisa Hochtritt.

G. Assessment Activities:

1) Traditional Classroom Assessment:

1. Written homework assignments
2. Class discussions
3. Exams and Quizzes
4. Individual & group projects
5. Presentations and critiques of projects
6. Final research paper

2) Online Assessment:

1. Online written homework assignments
2. Online threaded class discussions
3. Exams and Quizzes
4. Individual & group projects

5. Presentations and critiques of projects through the online multimedia

6. Final research paper

H. Accommodations for Students with Disabilities:

OSD

Revised June 2015

STUDENTS WITH DISABILITIES

Students reserve the right to decide when to self-identify and when to request accommodations. Students requesting approval for reasonable accommodations should contact the Office for Students with Disabilities (OSD). Students are expected to adhere to OSD procedures for self-identifying, providing documentation and requesting accommodations in a timely manner.

Students will present the OSD Accommodation Approval Notice to faculty when requesting accommodations that involve the faculty.

Contact Information:

- Location: Carter Hall - G-35
- Phone: (724) 938-5781
- Fax: (724) 938-4599
- Email: osdmail@calu.edu
- Web Site: <http://www.calu.edu/osd>

I. Title IX Syllabus Addendum

Revised January 2018

California University of Pennsylvania Reporting Obligations of Faculty Members under Title IX of the Education Amendments of 1972, 20 U.S.C. §1681, *et seq.*

California University of Pennsylvania and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with the Title IX of the Education Amendments of 1972 and guidance from the Office of Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator, Dr. John A. Burnett, Special Assistant to the President for EEEEO, Office of Social Equity, South Hall 112, Burnett@calu.edu, 724-938-4014. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. Faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, a child (person under 18 years of age) when the abuse allegedly occurred to the person designated in the University protection of minors policy.

The University's information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at:

- **Office of Social Equity**, South Hall 112, 724-938-4014
 - Social Equity Home Page www.calu.edu/SocialEquity
 - Social Equity Policies www.calu.edu/SEpolicies
 - Social Equity Complaint Form www.calu.edu/SEcomplaint
- **Counseling Center**, Carter Hall G53, 724-938-4056

- **End Violence Center**, Natali Student Center 117, 724-938-5707
- **Student Affairs**, Natali Student Center 311, 724-938-4439
- **Wellness Center**, Carter Hall G53, 724-938-4232
- **Women's Center**, Natali Student Center 117, 724-938-5857
- **Threat Response Assessment and Intervention Team (T.R.A.I.T.) & Dept. of Public Safety & University Police**, Pollock Maintenance Building, 724-938-4299
 - **EMERGENCY:** From any on-campus phone & Dial **H-E-L-P** or go to any public pay phone & **Dial *1**. (*Identify the situation as an emergency and an officer will be dispatched immediately.)

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

Instructional materials will include library materials, web sites, and museum websites. Artist journals, current texts, videos, YouTube art videos, visual images, studies in art education, and organizations such as the Art Education Collaborative and the Mon Valley Education Consortium will also be included as needed.

Additional Information for Course Proposals

K. Proposed Instructors:

The course will be taught by qualified Art/Art Ed faculty approved by the department of Art & Languages.

L. Rationale for the Course:

Currently, the basic art appreciation history classes focus on visual art from early man to contemporary. Due to the breadth of the curriculum in introductory courses, Black Art is not covered in detail, hence this course to introduce a study of Black art. With a large population of African-American students on campus, it is reasonable to expect our students to want to learn more about their own culture's art. With these students in mind along with art and art education majors, including interest from the student population, this course will develop a strong foundation in Black art. Art education students will be prepared to teach it in diversified school districts. For studio artists, this course will create a safe place in which to dialogue, create, define, and explore pertinent art and cultural dimensions while framing their own narration as artists. There is a need for students to personally interpret and gain new insights of this underserved phase of art and connect it to their own life experiences and references. The course will prepare art education students to have a more inclusive program for students of color and will also give all students an introduction to another visual culture. This course will be beneficial to students in all programs involving art and for anyone looking to expand their visual literacy skills.

M. Specialized Equipment or Supplies Needed:

No specialized equipment or supplies

N. Answer the following questions using complete sentences:

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

The course does not require additional human resources.

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

The course does not require additional physical resources.

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

No, this course does not change the requirements in the major.

- 4) Does the course replace an existing course in your program? (320. the course)

No, it does not replace an existing course in our program.

5) How often will the course be taught?

The course will be taught once a year as needed.

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

This course does not duplicate an existing course in any other department.

O. 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.

The course does not include materials used in another discipline.

P. Please identify if you are proposing to have this course considered as a menu course for General Education. The General Education Committee must consider and approve the course proposal before consideration by the UCC.

It will be submitted at a later time for inclusion on the General Education menu.

Q. Approval Form

Provide the Approval Form (Signature Page) with the signatures of your department Chair AND college Dean (electronically).