HUM.ARTH_22-23 #65

Packet Contents

1.1 Summary

Course Modification(s)

1.3 ARTH 2552 Art History Survey II (4 credits);
   major content area and learning outcome changes
   Liberal Education Goal Area(s) 6 & 8 to
   Core Curriculum Goal Area(s) 6 & 8

1.20 Signatures
<table>
<thead>
<tr>
<th>Curriculum Packet Number</th>
<th>65.ARTH_22-23</th>
</tr>
</thead>
</table>

| College                  | ☒ College of Arts, Education and Humanities  
  ☐ College of Business, Mathematics and Sciences  
  ☐ College of Individual and Community Health  
  ☐ Other: Academic Affairs |
|--------------------------|---------------------------------------------|

<table>
<thead>
<tr>
<th>Department</th>
<th>History-Humanities-Philosophy</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Proposers Name and Position</th>
<th>George McConnell, Director of Graduate Studies, Adjunct Faculty</th>
</tr>
</thead>
</table>

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<thead>
<tr>
<th>Summarize the modification(s) and/or new curriculum you propose.</th>
<th>This is a Core Curriculum modification. I have included the learning outcomes, course description, and current syllabus with assignment rubrics.</th>
</tr>
</thead>
</table>

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<thead>
<tr>
<th>How will the proposed changes work to students’ advantage?</th>
<th>The proposed changes will ensure that it remains in the liberal curriculum, after the Core Curriculum update goes through. The changes will also ensure that students are able to take courses that promote both historical reasoning and the understanding of human diversity.</th>
</tr>
</thead>
</table>

| Modifications proposed | ☒ Course Modification(s) | How many? __1____  
  ☐ New course(s) | How many? ______  
  ☐ Course Drop(s) | How many? ______  
  ☐ Program Modification(s) | How many? ______  
  ☐ New Program(s) | How many? ______  
  ☐ Program Drop(s) | How many? ______ |
|-----------------------|-------------------------|-----------------|

| These modifications affect | ☒ Core Curriculum  
  ☐ Graduate Curriculum  
  ☐ Teacher Licensure Program(s)  
  ☒ Undergraduate Curriculum |
|---------------------------|-------------------------|-----------------|
Use this form to:
Modify an existing course or propose a new course
in BSU’s curriculum file

<table>
<thead>
<tr>
<th>Current Course Information</th>
<th>New or Modified Course Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject</strong> (i.e. SOWK)</td>
<td><strong>Subject</strong> (i.e. SOWK)</td>
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<tr>
<td><strong>Credits</strong></td>
<td><strong>Credits</strong></td>
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<td>☐ Other ( )</td>
<td>☐ Other ( )</td>
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<tr>
<td><strong>Undergrad Course Number</strong></td>
<td></td>
</tr>
<tr>
<td>2552</td>
<td></td>
</tr>
<tr>
<td><strong>If applicable, Graduate Course Number</strong></td>
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<td></td>
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</tr>
<tr>
<td><strong>Course Title</strong></td>
<td><strong>Course Title</strong></td>
</tr>
<tr>
<td>Art History Survey II</td>
<td></td>
</tr>
<tr>
<td><strong>Abbreviated Title</strong></td>
<td><strong>Abbreviated Title</strong></td>
</tr>
<tr>
<td>(20 characters max)</td>
<td>Note: abbreviated title appears on the transcript</td>
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<tr>
<td>Art Hist Survey 2</td>
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<tr>
<td><strong>Course Description</strong></td>
<td><strong>Course Description</strong></td>
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<tr>
<td>An overview of the art and architecture of world cultures from ca 1400 C.E. to the present (i.e., from the Renaissance and Baroque eras in Europe onward).</td>
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<tr>
<td><strong>Undergrad Prerequisites</strong></td>
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<tr>
<td>none</td>
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<tr>
<td><strong>If applicable, Graduate Prerequisites</strong></td>
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<tr>
<td><strong>If applicable, Core Curriculum Goal Area(s)</strong></td>
<td></td>
</tr>
<tr>
<td>☐ Core Goal 1 Communication</td>
<td>☐ Core Goal 1 Communication</td>
</tr>
<tr>
<td>☐ Core Goal 3 Natural Science</td>
<td>☐ Core Goal 3 Natural Science</td>
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<tr>
<td>☐ Core Goal 4 Math/Logical Reasoning</td>
<td>☐ Core Goal 4 Math/Logical Reasoning</td>
</tr>
<tr>
<td>☐ Core Goal 5 History &amp; Social/Behavioral Sciences</td>
<td>☐ Core Goal 5 History &amp; Social/Behavioral Sciences</td>
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<tr>
<td>☒ Core Goal 6 Humanities and the Arts</td>
<td>☒ Core Goal 6 Humanities and the Arts</td>
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<td>☒ Core Goal 7 Human Diversity</td>
<td>☒ Core Goal 7 Human Diversity</td>
</tr>
<tr>
<td>☒ Core Goal 8 Global Perspective</td>
<td>☒ Core Goal 8 Global Perspective</td>
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<tr>
<td>☒ Core Goal 9 Ethical &amp; Civic Responsibility</td>
<td>☒ Core Goal 9 Ethical &amp; Civic Responsibility</td>
</tr>
<tr>
<td>☐ Core Goal 10 People and the Environment</td>
<td>☐ Core Goal 10 People and the Environment</td>
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<tr>
<td>☐ Core Goal 11 Performance &amp; Participation</td>
<td>☐ Core Goal 11 Performance &amp; Participation</td>
</tr>
<tr>
<td><strong>If applicable, Core Curriculum Goal Area(s)</strong></td>
<td></td>
</tr>
<tr>
<td>(maximum of 2)</td>
<td>Maximum of two core curriculum goal area(s)</td>
</tr>
<tr>
<td><strong>Note:</strong> If course includes core curriculum goal areas also complete the applicable core curriculum forms.</td>
<td></td>
</tr>
</tbody>
</table>

Questions:
Core Curriculum Contact Info:
liberaleducation@bemidjistate.edu
<table>
<thead>
<tr>
<th>Current Major content Area</th>
<th>Proposed Major Content Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. INTRODUCTION</td>
<td>1. Art and architecture of world cultures</td>
</tr>
<tr>
<td>2. 15TH CENTURY NORTHERN EUROPE</td>
<td>2. 14th Century to Contemporary Era</td>
</tr>
<tr>
<td>3. THE EARLY RENAISSANCE IN ITALY</td>
<td>3. Artistic traditions of major cultures</td>
</tr>
<tr>
<td>4. THE HIGH RENAISSANCE</td>
<td>4. Pre-Renaissance to Contemporary Modern Art</td>
</tr>
<tr>
<td>5. THE 16TH CENTURY</td>
<td>5. Key monuments 1400 CE to Present</td>
</tr>
<tr>
<td>6. THE BAROQUE IN CATHOLIC EUROPE</td>
<td>6. Representative works of artistic styles 1400 CE to Present</td>
</tr>
<tr>
<td>7. 17TH CENTURY EUROPE</td>
<td>7. Important artists and patrons from 1400 CE to Present</td>
</tr>
<tr>
<td>8. A WIDENING WORLD</td>
<td>8. Social and cultural contexts shaping and being shaped by different traditions</td>
</tr>
<tr>
<td>9. TRANSITIONS IN EARLY MODERN EUROPE</td>
<td>9. Studying the past through multiple means of the discipline of art history</td>
</tr>
<tr>
<td>10. REVOLUTION AND ROMANTICISM</td>
<td>10. Indigenous Art of the Americas, 1400 CE to Present</td>
</tr>
<tr>
<td>11. REALISM AND ITS RIVALS</td>
<td>11. South and Southeast Asian Art, 1400 CE to Present</td>
</tr>
<tr>
<td>12. THE LATE 19TH CENTURY</td>
<td>12. Art of China and Korea, 1400 CE to Present</td>
</tr>
<tr>
<td>13. WORLDS IN COLLISION</td>
<td>13. Art of Japan, 1400 CE to Present</td>
</tr>
<tr>
<td>15. CRISIS AND RENEWAL</td>
<td>15. Art of Africa, 1400 CE to Present</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Current Learning Outcomes</th>
<th>Proposed Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Copy/Paste from the common course outline – see instructions above</td>
<td>Please reference Blooms Taxonomy action verbs</td>
</tr>
</tbody>
</table>

1. analyze the formal or stylistics characteristics of a particular artifact or art work.
2. distinguish between central artistic traditions at the level of culture and period, through both well-known monuments and unfamiliar examples.
3. demonstrate an understanding of the connectedness between art works and material culture in general with other manifestations of political organization, economic structure and social ideology.
4. write with clarity and critical thought about ways we understand works of art as manifestations of culture and cultural change.

critique works of art using formal elements: line, color, texture, shape, mass, volume, and light (Critical Methodology for Art).

explain historical developments that influenced western visual art (Major periods, Movements, Concepts and Artists).

identify the role of historical parameters as they affect the visual experience (social, cultural, religious, economic and political).

analyze and diagnosis art forms within historical periods (iconography, styles, techniques as seen in painting, sculpture, ceramics and architecture).

compare, contrast, and organize art forms by historical periods.

evaluate art forms as to their relationship to the people and culture that developed them.

analyze art forms and artists based on formal analysis of art works within contextual parameters (time period).
<table>
<thead>
<tr>
<th>Indicate the reason for course modification or new course creation</th>
<th>Core Curriculum Revisions</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>What will be the course offering frequency for this course each term</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ All years</td>
<td>☒ All years</td>
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<tr>
<td>☐ Even years</td>
<td>☐ Even years</td>
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<tr>
<td>☐ Odd years</td>
<td>☐ Odd years</td>
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<tr>
<td>☐ Dpt Discretion</td>
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</tbody>
</table>

| Proposed course cap (max class size) | 30 |

| What qualified faculty will be available to teach this course? | George McConnell |

**Department & Dean, in approving this proposal, attest to the adequacy of the qualifications of faculty named, & to their availability to teach the course at frequency specified above, without excessive overload or disruption to other curriculum.**

| If course is double numbered (undergraduate/graduate), the syllabus must contain an additional component for graduate students. What is the additional component? | ☐ Yes; this course is repeatable  
The maximum credits it can be taken is _________  
☒ No, this course is not repeatable |

| Is this course repeatable for credit? If so, what is the maximum number of credits that can be earned? (Example: A topics course that a student can take more than once with a different topic.) | ☐ Yes; this course is repeatable  
The maximum credits it can be taken is _________  
☒ No, this course is not repeatable |

| What is the primary delivery method for this course? | ☐ On-campus  
☒ On-campus HyFlex (on-campus and online synchronous at same time)  
☐ Online Asynchronous  
☐ Online Synchronous  
☐ Other, _____________________________________________ |

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**Complete only for new courses**

| Are there additional library or other resources needed that will need to be provided for this course not already available? | ☒ No, No additional resources are needed for this course  
☐ Yes, Additional resources are needed. Please indicate resources below:  
1. . |

| What special property or service fee(s) would be charged to students taking this course? | ☒ No special property or fee(s)  
☐ Yes, there are special property or fee(s) requested  
Amount per student: $ ___________________________  
Will be used for: _________________________________ |

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**Complete this section only for course modifications**

| May this modified course replace the current course for students that remain in an old catalog | ☒ Yes  
☐ No .... STOP; Instead drop the current course & submit a new course form. |

| Is this modified course a requirement or an elective in ANY BSU program (major, minor, certificate)? | ☐ No, I have checked the catalog using the directions on the left and this course is not a requirement or elective in any BSU program  
☒ Yes, I have checked, and this course is in the following program(s).  
1. Philosophy, BA  
2. Art, minor  
3. Art: New Studio Practice BFA – 3D Arts emphasis  
4. Art: New Studio Practice BFA – Illustration emphasis |

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To locate if this course is in any program, search the online catalog, as follows:  
1. Go to the [catalog](#)
<table>
<thead>
<tr>
<th>2. On the top right, above Table of Contents, click “PDF of Entire Catalog”</th>
<th>☒ Yes, I have checked, and this course is in the following Core Curriculum goal area(s).</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Press CTRL + F to search - Enter the prefix and number of the course (ie ACCT 1100)</td>
<td>1. GA 6</td>
</tr>
<tr>
<td></td>
<td>2. GA 8</td>
</tr>
</tbody>
</table>

**If yes, to previous question**

| ☒ Yes, the department chair(s) have been notified of this course modification from their program(s) |
| ☑ Notification was done by email. Their response is copy/pasted below. |
| ☑ Notification was done by email. No response has been received within one week of the notification. My notification is copy/pasted below. |
| ☐ Notification was completed by phone on the following date. |
| Date: ______________________ | Who: ______________________ |

Indicate each person who a notification was sent to:

---

**From:** Graham, Andrew G &lt;Andrew.Graham@bemidjistate.edu&gt;  
**Sent:** Tuesday, December 6, 2022 11:09 AM  
**To:** McConnell, George R &lt;George.McConnell@bemidjistate.edu&gt;  
**Cc:** Carlson, Eric R &lt;eric.carlson.2@bemidjistate.edu&gt;; Gullickson, Robin S &lt;Robin.Gullickson@bemidjistate.edu&gt;  
**Subject:** Re: 65.HUM.ARTH_22-23 (ARTH 2552)

Hi George,

Thanks for the information. Approved!

~Drew

On Dec 6, 2022, at 11:06 AM, McConnell, George R &lt;George.McConnell@bemidjistate.edu&gt; wrote:

Drew,

I put my Art History courses through the Core Curriculum process for the Humanities Department. For the second of the two courses, I had to change the Learning Objectives/Course Objectives since the old ones were based on a textbook index. Nothing changed in the courses but I didn’t even think about the curriculum approval since these are tied into the BFA. I’ve also been providing information to Eric as he is working on the PELSB standards for the Art Education alignment, which I believe is solid. Basically, I think Robin needs your departmental approval.
Thanks,
George
CORE CURRICULUM COURSE SUBMISSION FORM
GOAL AREA 6: HUMANITIES AND THE FINE ARTS*

This form should be completed for the following circumstances:
• For a new course proposed for the Core Curriculum
• For a course modification involving adding this goal area to an already existing course
• For a course modification involving the student learning outcomes/competencies associated with an already existing course in this goal area.

STEP ONE: GENERAL INFORMATION

Name of course: Art History Survey 1
Course prefix and number: ARTH 2552
Credits: 4
Course description:
An overview of the art and architecture of world cultures from 1400 C.E. (i.e., from the Renaissance and Baroque eras in Europe onward).
Are there any prerequisites? No
Reasons for creating this course:
How often will this course be offered? Every year, Spring Semester
What is the projected maximum class size (cap)? 30

* All courses in the Bemidji State University Core Curriculum also address some aspect of GA 2 Critical Thinking.
* All courses in the Bemidji State University Core Curriculum are reviewed every 6 years. Review process TBA.

STEP 2: SELECTION OF STUDENT LEARNING OUTCOMES/COMPETENCIES TO BE MET BY THE PROPOSED COURSE

Goal Area 6: The Humanities and Fine Arts
• Students need to take two courses and earn at least 5 credits.

The overall purpose for this goal area is to expand students’ knowledge and develop empathy for the human condition and human cultures, especially in relation to behavior, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy, and the fine arts, students will engage in critical and creative analysis, form aesthetic judgments, and develop an awareness of the arts and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities.

According to the Minnesota Transfer Curriculum (MnTC), to be accepted for inclusion in this goal area, courses must provide for four of the six listed competencies, A-F. **Please checkmark the competencies met by the course under consideration.**

Students will be able to…

_____ x A. Communicate the scope and variety of works in the arts and/or humanities;

_____ x B. Evaluate works in the arts and/or humanities as expressions of individual and/or collective human values within an historical and social context;

_____ x C. Communicate critically about works in the arts and/or humanities;

_____ D. Engage in the creative process;

_____ x E. Articulate an informed personal reaction to works in the arts and/or humanities;
F. Describe how works in the arts and/or humanities help us to cultivate empathy for other people and cultures.

Goal Area 2: Critical Thinking

All courses in BSU’s Core Curriculum are expected to incorporate critical thinking skills. The overall goal for this area of the Minnesota Transfer Curriculum is to develop thinkers who are able to unify factual, creative, rational, and valuesensitive modes of thought. Critical thinking skills are taught and used throughout the BSU Core Curriculum in order to develop students’ awareness of their own thinking and problem-solving procedures. To integrate new skills into their customary ways of thinking, students must be actively engaged in practicing thinking skills and applying them to open-ended problems. Please checkmark one or more of the competencies/student learning outcomes met by the course under consideration.

Students will be able to:

_____ A. gather and use reasoning skills to apply factual information to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected;

_____ B. communicate assumptions, goals, interpretations, or perspectives that can indicate varying meanings and/or potential solutions to given situations or problems;

_____ C. analyze the logical connections among facts, goals, and assumptions relevant to a problem or claim; demonstrate adaptability in generating and evaluating the implications that follow from these connections using reasoning skills;

_____ D. articulate the value assumptions that underlie and affect decisions, interpretations, analyses, and evaluations, made by ourselves and others using empathy and creative reasoning skills.

STEP 3: CONSIDERATION OF TRAITS OF ACADEMIC RESILIENCE

You should consider the Six Traits of Academic Resilience as you create your courses. Please checkmark 1 - 2 of the six traits met by the course under consideration.

_____ Adaptability  _____ Empathy

_____ Communication  ____x__ Knowledge (content; pursuit of; life-long learning)

_____ Creativity  ____x__ Reasoning

In 100 words or less (per trait) please describe how you will integrate chosen traits into the class:

This course teaches essential critical thinking skills in relation to both texts and images utilizing a Critical Methodology for Art. Students learn how to articulate what they are looking at, and how to interpret visual images and architecture in distinct cultural contexts. In order to understand their own cultural heritages students learn about the political, social, economic, philosophical and religious constructs behind art. Within that context, students learn to analyze and diagnosis the elements of design and how they emerge from the historical context of any period and culture. Greater understanding of self and others permeates the course across the global community.

STEP 4: ASSESSMENT & REPORTING

What will be assessed?

In 150 words or less, please describe how you will assess the core curriculum learning outcomes selected in Step 2 and trait(s) selected in Step 3.
The assessment of the above learning outcomes are mapped in detail in the syllabus. In summation, assessment is conducted through a combination of examinations, quizzes, discussions, readings, research papers, art detective assignments and/or virtual museum collections.

- Knowledge of courses content
- Understanding of design principles behind artworks
- Ability to effectively communicate the artistic vision of artifacts and the culture from which they emerge.
- Evaluate in light of historical and cultural components from which any artifact derives: political, social, economic, philosophical, and religious influences
- Assessment is provided in thorough feedback from the instructor to the students on all assignment which covers the above bullet points.

How will it be reported?
In 150 words or less, please describe how you will report assessment of the core curriculum learning outcomes and trait(s) to the Core Curriculum Program Office.

I will share my assessment with the Core Curriculum Committee in the format given to me. I would encourage the committee to consider a standard format for a survey via Qualtrix. A similar process was completed during Doug Olney’s tenure in IR.

STEP 5: SUPPORTING MATERIALS

As you create the materials to be submitted (e.g., a course syllabus) please detail how the Core Curriculum learning outcomes/competencies and traits checked in Step 2 and 3 above (for Goal Areas 6 and 2) will be assessed in this course.

Please include the following supporting materials:

- Course Syllabus, which includes:
  - Selected Core Curriculum learning outcomes from Step 2 and Step 4 (required)
  - Assessment of Core Curriculum learning outcomes from Step 2 and Step 4 (required)
  - 1 – 2 of the Six Traits of Academic Resilience from Step 3 (required)
  - How you will assess the 1-2 Traits from Step 3 and Step 4 (required)
  - Align/map learning outcomes to the Core Curriculum outcomes & selected trait(s) (required)
  - May include additional outcomes that do not map to the Core Curriculum (optional)
  - Representative material (example assignment) used to achieve and assess Goal Area learning outcomes and trait(s)

THANK YOU! WE LOOK FORWARD TO RECEIVING YOUR COURSE PROPOSAL!

Additional Requirements (once course is approved):

Final course assessment report (following proposed plan) is due to the Core Curriculum Program Office following the submission of final course grades: corecurriculum@bemidjistate.edu.

Courses will be re-reviewed by the Core Curriculum Committee every 6 years. Review process TBA.
CORE CURRICULUM COURSE SUBMISSION FORM
GOAL AREA 8: GLOBAL PERSPECTIVE*

This form should be completed for the following circumstances:
• For a new course proposed for the Core Curriculum
• For a course modification involving adding this goal area to an already existing course
• For a course modification involving the student learning outcomes/competencies associated with an already existing course in this goal area.

STEP ONE: GENERAL INFORMATION

Name of course: Art History Survey I
Course prefix and number: ARTH 2552
Credits: 4
Course description:
An overview of the art and architecture of world cultures from 1400 C.E. to the present (i.e., from the Renaissance and Baroque eras in Europe onward).
Are there any prerequisites? No
Reasons for creating this course:
How often will this course be offered? Every Year, Spring Semester
What is the projected maximum class size (cap)? 30

* All courses in the Bemidji State University Core Curriculum also address some aspect of GA 2 Critical Thinking.
* All courses in the Bemidji State University Core Curriculum are reviewed every 6 years. Review process TBA.

STEP 2: SELECTION OF CORE CURRICULUM LEARNING OUTCOMES/COMPETENCIES TO BE MET BY THE PROPOSED COURSE

Goal Area 8: Global Perspective
• Students need to take one course and earn three or more credits

The overall purpose of this goal area is to increase students’ understanding of the growing interdependence of nations and peoples and develop their ability to apply a comparative perspective to cross-cultural social, economic and political experiences.

According to the Minnesota Transfer Curriculum (MnTC), to be accepted for inclusion in this goal area, courses must provide for three of the five listed competency (Core Curriculum learning outcomes) categories, A-E. Please checkmark the competencies met by the course under consideration.

Students will be able to:

___x___ A. describe and analyze political, economic, and cultural aspects of societies in their historical and/or contemporary settings;

___x___ B. analyze national and international systems of power and how they contribute to global issues such as climate change, poverty, and inequality;

______ C. communicate the responsibilities they share for a common global future;

___x___ D. demonstrate knowledge of cultural, social, religious or linguistic differences;

______ E. practice self-expression on personal, cultural, and current global topics.

Goal Area 2: Critical Thinking
All courses in BSU’s Core Curriculum are expected to incorporate critical thinking skills. The overall goal for this area of the Minnesota Transfer Curriculum is to develop thinkers who are able to unify factual, creative, rational, and value-sensitive modes of thought. Critical thinking skills are taught and used throughout the BSU Core Curriculum in order to develop students’ awareness of their own thinking and problem-solving procedures. To integrate new skills into their customary ways of thinking, students must be actively engaged in practicing thinking skills and applying them to open-ended problems. **Please checkmark one or more of the competencies/student learning outcomes met by the course under consideration.**

Students will be able to:

_____ A. gather and use reasoning skills to apply factual information to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected;  

_____ B. communicate assumptions, goals, interpretations, or perspectives that can indicate varying meanings and/or potential solutions to given situations or problems;  

___x___ C. analyze the logical connections among facts, goals, and assumptions relevant to a problem or claim; demonstrate adaptability in generating and evaluating the implications that follow from these connections using reasoning skills;  

___x___ D. articulate the value assumptions that underlie and affect decisions, interpretations, analyses, and evaluations, made by ourselves and others using empathy and creative reasoning skills.

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**STEP 3: CONSIDERATION OF TRAITS OF ACADEMIC RESILIENCE**

You should consider the Six Traits of Academic Resilience as you create your courses. **Please checkmark 1 - 2 of the six traits met by the course under consideration.**

_____ Adaptability  

_____ Empathy  

_____ Communication  

___x__ Knowledge (content; pursuit of; life-long learning)  

_____ Creativity  

___x___ Reasoning

**In 100 words or less (per trait) please describe how you will integrate chosen traits into the class:**

This course teaches essential critical thinking skills in relation to both texts and images utilizing a Critical Methodology for Art. Students learn how to articulate what they are looking at, and how to interpret visual images and architecture in distinct cultural contexts. In order to understand their own cultural heritages students learn about the political, social, economic, philosophical and religious constructs behind art. Within that context, students learn to analyze and diagnosis the elements of design and how they emerge from the historical context of any period and culture. Greater understanding of self and others permeates the course across the global community.

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**STEP 4: ASSESSMENT & REPORTING**

**What will be assessed?**

In 150 words or less, please describe how you will assess the core curriculum learning outcomes selected in Step 2 and the trait(s) selected in Step 3. The assessment of the above learning outcomes are mapped in detail in the syllabus. In summation, assessment is conducted through a combination of examinations, quizzes, discussions, readings, research papers, art detective assignments and/or virtual museum collections.

- Knowledge of courses content  
- Understanding of design principles behind artworks  
- Ability to effectively communicate the artistic vision of artifacts and the culture from which they emerge.  
- Evaluate in light of historical and cultural components from which any artifact derives: political, social, economic, philosophical, and religious influences
Assessment is provided in thorough feedback from the instructor to the students on all assignment which covers the above bullet points.

How will it be reported?
In 150 words or less, please describe how you will report assessment of the core curriculum learning outcomes and trait(s) to the Core Curriculum Program Office.

In depth feedback is provided on all submitted assignments: discussions, papers, and examinations covers.

Use of rubrics that are programmed into D2L as resources for grading.

STEP 5: SUPPORTING MATERIALS
As you create the materials to be submitted (e.g., a course syllabus) please detail how the Core Curriculum learning outcomes/competencies and traits checked in Step 2 and 3 above (for Goal Areas 8 and 2) will be assessed in this course.

Please include the following supporting materials:

___x___ Course Syllabus, which includes:

___x__ Selected Core Curriculum learning outcomes from Step 2 and Step 4 (required)

___x__ Assessment of Core Curriculum learning outcomes from Step 2 and Step 4 (required)

___x__ 1 – 2 of the Six Traits of Academic Resilience from Step 3 (required)

___x__ How you will assess the 1-2 Traits from Step 3 and Step 4 (required)

___x__ Align/map learning outcomes to the Core Curriculum outcomes & selected trait(s) (required)

_____ May include additional outcomes that do not map to the Core Curriculum (optional)

___x__ Representative material (example assignment) used to achieve and assess Goal Area learning outcomes and trait(s) (optional)

THANK YOU! WE LOOK FORWARD TO RECEIVING YOUR COURSE PROPOSAL!

Additional Requirements (once course is approved):

Final course assessment report (following proposed plan) is due to the Core Curriculum Program Office following the submission of final course grades: corecurriculum@bemidjistate.edu.

Courses will be re-reviewed by the Core Curriculum Committee every 6 years. Review process TBA.
Course Description

Art History 2552 is an overview of art and architecture of world cultures from the Fourteenth Century through the Modern Era. This course meets liberal education goal areas six and eight. This course teaches essential critical thinking skills in relation to both texts and images. Students learn how to articulate what they are looking at, and how to interpret visual images and architecture in distinct cultural contexts.

Required ONLINE Text Book


https://console.pearson.com/enrollment/xdu4ma

You can purchase the Access Code from the Bookstore or directly from the publisher. You must use the online textbook!

This course will utilize the Pearson Console and D2L. You must access both.

Technology Skills:

In order to be successful in this course, you must have access to good technology. It would be very difficult to succeed in this class if you try to do so on your smartphone. It is highly recommended that you use a laptop, desktop and/or tablet. You must have high speed internet access. You must have good typing skills and you should have good skills with word processing and internet applications.

Computer or Tablet with High Speed Internet
Webcam and Ability to operate Zoom
Office 365
Zoom

Netiquette:

Appropriate professional behavior is expected at all times in this course. We are here to grow our critical thinking skills and learn how to appreciate and to understand the viewpoints of others. Professional communication skills include all the following:

- Appropriate salutations to email communications (George, Mr. McConnell or Professor McConnell).
- Correct spelling and punctuation
- Do not treat academic assignments and communications as though it is social media or text messaging.
- No behaviors that make others feel intimidated or isolated.
- Read the Student Code of Conduct.
Learning Objectives

Students will be able to:

- critique works of art using formal elements: line, color, texture, shape, mass, volume, and light (Critical Methodology for Art) GA 6B, 6C, 2C, 2D Traits: Knowledge, Reasoning
- explain historical developments that influenced western and global visual art (Major periods, Movements, Concepts and Artists) GA: 6A, 6B, 6C, 8A, 8B, 8D Traits: Knowledge
- identify the role of historical parameters as they affect the visual experience (social, cultural, religious, economic and political) GA: 6A, 6B, 6C, 8A, 8B, 8D Traits: Knowledge, Reasoning
- analyze and diagnosis art forms within historical periods (iconography, styles, techniques as seen in painting, sculpture, ceramics and architecture) GA: 6A, 6B, 6C, 6E, 6F, 8A, 8B, 8D, 2C, 2D Traits: Knowledge, Reasoning
- compare, contrast and organize art forms by historical periods GA: 6A, 2A, 2D, 8D Traits: Reasoning
- evaluate art forms as to their relationship to the people and culture that developed them GA: 6E, 2C, 2D, 8D Traits: Knowledge and Reasoning
- analyze art forms and artists based on formal analysis of art works within contextual parameters (time period) GA: 6B, 6C, 6E, 6F, 8D, 2D Traits: Knowledge and Reasoning

Course Schedule and Assignment Grid

The entire course with all assignments are available on the Course Schedule and Assignment Grid found in the success module.

Grading Information

Final Grading Scale: (I do use the +/- system)

<table>
<thead>
<tr>
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<th>1392</th>
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<tbody>
<tr>
<td>100-93%</td>
<td>A</td>
</tr>
<tr>
<td>92-90%</td>
<td>A-</td>
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<td>89-87%</td>
<td>B+</td>
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<td>86-83%</td>
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<td>D</td>
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<td>65% below</td>
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<tr>
<td>1392-1295</td>
<td>1294-1253</td>
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<td>1252-1211</td>
<td>1210-1155</td>
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<tr>
<td>973-933</td>
<td>932-905</td>
</tr>
<tr>
<td>904 points and below</td>
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</tbody>
</table>

Explanation of Assignments:

Weekly Email Assignment: (5 points each * 15 weeks = 75 points)

The purpose of the weekly email is for you to stay in contact with your professor. Success in the classroom (even for an online classroom) is predicated on communication between the professor and the student and vice versa. Each week you need to tell me how you plan on completing all the work for the week. When you plan to have it finished? What are your particular challenges for the week (other classes, work, etc.)? What are you finding particularly interesting? What seems to be particularly challenging in the course? Each weekly email is worth five points and they are due on Mondays at 9 pm.
Weekly Video Lecture: (5 points each * 15 weeks = 75 points)

You must watch the Video Lecture prior to the Thursday deadline for the Weekly Discussion. You must watch the video in its entirety. My software tells me the actual amount of time you have watched the video. This is a graded item, it is similar to attendance, you must watch the videos and if you have watched the entire video, you receive 5 points. The video lectures and any other videos assigned for the week must be watched by Thursday of each week by 11:59 pm.

Weekly Readings and Quizzes: (points vary by chapter, 742 points)

Each week the assignment grid and weekly D2L module points out the chapter you must read for each week in the online textbook. Built within the online textbook are quizzes within the chapters, you must take all quizzes within the chapter as listed in the assignment grid. The points vary by chapter and the number of questions. The readings and quizzes are due on Fridays at 11:59 pm.

Weekly Discussion Assignment: (20 points each * 15 weeks = 300 points)

Each week you must participate in the weekly discussion assignment. Once you have posted, you need to read your classmates’ posts and provide feedback to their posts. I will post two pictures each week and that will be the images you must discuss. Always use correct English mechanics: spelling, grammar, capitalization, and punctuation. The weekly discussion assignments are due on Fridays at 11:59 pm. Make sure you follow the rubric in the Success Module.

Midterm and Final Exams (2 exams at 100 points each – 200 points)

The midterm and final exams will be heavily based on images. The exams are timed. You will have adequate time to complete the exams and the exams are open resource exams. You are allowed to use outside materials (your textbook, notes, internet, etc.) for the exam.

EXTRA CREDIT

**NB: For extra credit, you must complete all assignments by their due dates as listed on the assignment grid (weekly email, video lectures, text readings, text quizzes, discussion assignment, and exams). If you have missed no more than three assignments by the end of the course, I will automatically add 20 points to your final grade. However, if you miss more than three assignments without prior approval from the instructor, you will not receive any extra credit.

Feedback Policy:

Email: No more than 24 hours. Typically, I will not respond after 8:30 pm at night. Weekends may take a little longer.

Quizzes: Immediate, automatically graded (instructor inputs scores from textbook into D2L)

Exams: Some portions well be automatically graded, others will be manual scored, up to three days.

Discussion: Feedback within 24-72 hours.

Academic Integrity Statement:

BSU students are expected to practice the highest standards of ethics, honesty and integrity in all of their academic work. Any form of academic dishonesty (e.g., plagiarism, cheating or misrepresentation) may result in disciplinary action. Possible disciplinary actions may include failure for part of all of a course as well as suspension from the University.

Students with Special Needs Statement
Writing Resource Center:
Located in room 326 of the A.C. Clark Library, the Writing Resource Center offers free, one-on-one assistance with all types of writing assignments and projects. Our trained peer and faculty consultants provide constructive feedback to help you get started on a paper, organize your ideas, cite sources, develop revision strategies, polish final drafts, and more. To schedule a face-to-face or online session, visit https://bemidji.mywconline.com.
<table>
<thead>
<tr>
<th>DATE</th>
<th>Assignment</th>
<th>Due Date</th>
</tr>
</thead>
</table>
| **Week One: January 11-16**  
*Introduction, Visual Literacy  
Fourteenth Century Art in Europe* | Weekly Email Check-In  
Watch weekly lecture videos  
Read Introduction and Chapter 18  
Discussion Assignment | Monday, January 11 by 9 pm  
Thursday, January 14 by 11:59 pm  
Friday, January 15 by 11:59 pm  
Fri. January 15 by 11:59 pm |
| **Week Two: January 18-23**  
*Fifteenth Century Art in Northern Europe* | Weekly Email Check-In  
Watch weekly lecture videos  
Chapter 19  
Discussion Assignment | Monday, January 18 by 9 pm  
Thursday, January 21 by 11:59 pm  
Friday, January 22 by 11:59 pm  
Friday, January 22 by 11:59 pm |
| **Week Three: January 25-30**  
*Renaissance Art in Fifteenth Century Italy* | Weekly Email Check-In  
Watch weekly lecture videos  
Read Chapter 20  
Discussion Assignment | Monday, January 25 by 9 pm  
Thursday, January 28 by 11:59 pm  
Friday, January 29 by 11:59 pm  
Friday, January 29 by 11:59 pm |
| **Week Four: February 1-6**  
*Sixteenth Century Art in Italy* | Weekly Email Check-In  
Watch weekly lecture videos  
Read Chapter 21  
Discussion Assignment | Monday, February 1 by 9 pm  
Thursday, February 4 by 11:59 pm  
Friday, February 5 by 11:59 pm  
Fri. February 5 by 11:59 pm |
| **Week Five: February 8-13**  
*Sixteenth Century Art in Northern Europe and the Iberian Peninsula* | Weekly Email Check-In  
Watch weekly lecture videos  
Read Chapter 22  
Discussion Assignment | Monday, February 8 by 9 pm  
Thursday, Feb. 11 by 11:59 pm  
Friday, Feb 12 by 11:59 pm  
Friday, Feb. 12 by 11:59 pm |
| **Week Six: February 15-20**  
*Seventeenth Century Art in Europe* | Weekly Email Check-In  
Watch weekly lecture videos  
Read Chapter 23  
Discussion Assignment | Monday, February 15 by 9 pm  
Thursday, Feb. 18 by 11:59 pm  
Fri., Feb. 19 by 11:59 pm  
Fri., Feb. 19 by 11:59 pm |
| **Week Seven: February 22-27**  
*Art of South and Southeast Asia after 1200* | Weekly Email Check-In  
Watch weekly lecture videos  
Read Chapter 24  
Discussion Assignment | Monday, Feb. 22 by 9 pm  
Thursday, Feb. 25 by 11:59 pm  
Fri., Feb 26 by 11:59 pm  
Fri., Feb. 26 by 11:59 pm |
| **Week Eight: March 1-6**  
*Chinese and Korean Art after 1279* | Weekly Email Check-In  
Watch weekly lecture videos  
Read Chapter 25  
Discussion Assignment | Monday, March 1 by 9 pm  
Thursday, March 4 by 11:59 pm  
Fri., March 5 by 11:59 pm  
Fri., March 5 by 11:59 pm |
| **MIDTERM EXAM** | | Saturday March 6 by 11:59 pm |
| **Week Nine: March 15-20**  
*Japanese Art after 1333* | Weekly Email Check-In  
Watch weekly lecture videos  
Read Chapter 26  
Discussion Assignment | Monday, March 15 by 9 pm  
Thursday, March 18 by 11:59 pm  
Friday, March 19 by 11:59 pm  
Friday, March 19 by 11:59 pm |
| **Week Ten: March 22-27**  
*Art of the Americas after 1300* | Weekly Email Check-In  
Watch weekly lecture videos  
Read Chapter 27  
Discussion Assignment | Monday, March 22 by 9 pm  
Thursday, March 25 by 11:59 pm  
Friday, March 26 by 11:59 pm  
Friday, March 26 by 11:59 pm |
| **Week Eleven: March 29 to April 3** | Weekly Email Check-In | Monday, March 29 by 9 pm |
| Art of Pacific Cultures  
& 
Arts of Africa from the 16th Century to the Present | Watch weekly lecture videos  
Read Chapters 28 & 29  
Discussion Assignment | Thursday, April 1 by 11:59 pm  
Friday, April 2 by 11:59 pm  
Friday, April 2 by 11:59 pm |
|---|---|---|
| **Week Twelve: April 5-10**  
**European Art and American Art**  
1715-1840 | Weekly Email Check-In  
Watch weekly lecture videos  
Read Chapter 30  
Discussion Assignment | Monday, April 5 by 9 pm  
Thursday, April 8 by 11:59 pm  
Friday, April 9 by 11:59 pm  
Friday, April 9 by 11:59 pm |
| **Week Thirteen: April 12-17**  
**Mid to Late Nineteenth Century Art in Europe and the United States** | Weekly Email Check-In  
Watch weekly lecture videos  
Read Chapter 31  
Discussion Assignment | Monday, April 12 by 9 pm  
Thursday, April 15 by 11:59 pm  
Friday, April 16 by 11:59 pm  
Friday, April 16 by 11:59 pm |
| **Week Fourteen: April 19-24**  
**Modern Art in Europe and the Americas 1900-1950** | Weekly Email Check-In  
Watch weekly lecture videos  
Read Chapter 32  
Discussion Assignment | Monday, April 19 by 9 pm  
Thursday, April 22 by 11:59 pm  
Friday, April 23 by 11:59 pm  
Friday, April 23 by 11:59 pm |
| **Week Fifteen: April 26-April 30**  
**The International Scene Since the 1950s** | Weekly Email Check-In  
Watch weekly lecture videos  
Read Chapter 33  
Discussion Assignment  
D2L Quiz | Monday, April 26 by 9 pm  
Thursday, April 29 by 11:59 pm  
Friday, April 30 by 11:59 pm  
Friday, April 30 by 11:59 pm |
| **Week Sixteen: May 1-5** | FINAL EXAM | Final Exam opens on May 1 and must be completed by May 5 at 11:59 pm. |
BSU Curriculum Forms

Signatures

_ George McConnell / Director School of Graduate Studies / 11.22.22 _
Proposer / Title / Date

_ John Ellis / Humanities / 11.22.22 _
Chair or Director / Department or Program / Date

Note: "All departmental recommendations [on curriculum] must be reviewed and approved by the department's faculty."--IFO/MnSCU Master Agreement 2009-2011, 20.A.3 (p. 80).

At this point, packet goes to Records Office/Curriculum Coordinator to be logged in to the Curriculum Proposal Progress Grid.

_ MaryTheresa Seig / Arts, Education and Humanities / 11.25.2022 _
Dean / College / Date

Note: If proposal is sent back to the Proposer, please notify the Curriculum Coordinator. If approved, packet goes to Academic Affairs Office.