I. ASCRC General Education Form (revised 3/19/14)

Use to propose new general education courses (except writing courses), to change or renew existing gen ed courses and to remove designations for existing gen ed courses.

Note: One-time-only general education designation may be requested for experimental courses (X91-previously X95), granted only for the semester taught. A NEW request must be submitted for the course to receive subsequent general education status.

<table>
<thead>
<tr>
<th>Group (submit separate forms if requesting more than one general education group designation)</th>
<th>II. Mathematics</th>
<th>VII: Social Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>III. Language</td>
<td>VIII: Ethics &amp; Human Values</td>
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<tr>
<td></td>
<td>III Exception: Symbolic Systems *</td>
<td>IX: American &amp; European</td>
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<tr>
<td></td>
<td>IV: Expressive Arts</td>
<td>X: Indigenous &amp; Global</td>
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<td></td>
<td>V: Literary &amp; Artistic Studies</td>
<td>XI: Natural Sciences</td>
</tr>
<tr>
<td></td>
<td>VI: Historical &amp; Cultural Studies w/ lab □ w/out lab □</td>
<td></td>
</tr>
</tbody>
</table>

* Require a Symbolic Systems Request Form.

<table>
<thead>
<tr>
<th>Dept/Program</th>
<th>Course Title</th>
<th>Course #</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Art</td>
<td>Art of World Civilization II</td>
<td>ARTH 201H</td>
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</tbody>
</table>

Prerequisite: Credits 3

II. Endorsement/Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office

<table>
<thead>
<tr>
<th>Please type / print name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>Valerie Hedquist</td>
<td>10/27/14</td>
</tr>
<tr>
<td>Phone / Email</td>
<td><a href="mailto:Valerie.hedquist@umontana.edu">Valerie.hedquist@umontana.edu</a></td>
<td>10/27/14</td>
</tr>
<tr>
<td>Program Chair</td>
<td>Brad Allen</td>
<td></td>
</tr>
<tr>
<td>Dean</td>
<td>Stephen Kalm</td>
<td>11/3/14</td>
</tr>
</tbody>
</table>

III. Type of request

<table>
<thead>
<tr>
<th>New</th>
<th>One-time Only</th>
<th>Renew</th>
<th>Change</th>
<th>Remove</th>
</tr>
</thead>
</table>

Reason for Gen Ed inclusion, change or deletion

Description of change

IV. Description and purpose of the general education course: General Education courses must be introductory and foundational within the offering department or within the General Education Group. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives: See Preamble.

This course is a broad survey of major developments in the visual arts of Western Europe and the Americas from the fifteenth century to the present. This course is the second half of the introductory art history course in the School of Art. Although it is a required course for all art majors, it has no prerequisites and is open to all students.

The course description: To examine a range of global art objects and monuments from the 14th century to contemporary times and consider the variety of contexts and circumstances for the creation of these works. Stylistic characteristics, artistic biography, and iconographic interpretation will provide the foundation for the study of the relationships and the differences among artistic periods and geographic locations.

V. Criteria: Briefly explain how this course meets the criteria for the group.
<table>
<thead>
<tr>
<th>Criteria:</th>
<th>ARTH 201H is an art history survey that introduces students to a variety of artists, artistic approaches, and historical periods in Western Europe and the Americas from the fifteenth century to the present. Students consider artists and art works in relationship to artistic styles, historical periods, and critical perspectives. Students analyze works of art in relationship to historical and cultural periods. They learn the vocabulary of art history and formal analysis. Students learn about pivotal works by period, date, artist, title, and medium. Students learn to develop understandings of works of art from different critical perspectives.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses focus on either area and can be comparative in content or approach. The courses are broad in theme, geography, or chronology. They are foundational and prepare students for further study by raising core questions of an academic discipline.</td>
<td></td>
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</tbody>
</table>

**VI. Student Learning Goals:** Briefly explain how this course will meet the applicable learning goals.
<table>
<thead>
<tr>
<th>Learning Goals:</th>
<th>Students demonstrate informed and reasoned understanding of American and/or European historical and contemporary art works by answering questions about art terms, identifying images, media, patrons, dates, and locations, and answering image comparison essay questions such as this one from Exam 1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon completion of this group, students will be able to:</td>
<td>These two art works depict similar subject matter, yet they demonstrate different formal and thematic approaches.</td>
</tr>
<tr>
<td>1. Demonstrate informed and reasoned understanding of American and/or European historical and contemporary behavior, ideas, institutions, and culture; and</td>
<td>First, identify each work by artist, subject matter, approximate date, and medium</td>
</tr>
<tr>
<td></td>
<td>Second, make a statement about the differences and/or similarities between the two works in terms of formal elements, such as light, color, and line. How is spatial depth suggested? What can you say about the figures in terms of pose, posture, gesture, gaze, and facial expressions?</td>
</tr>
<tr>
<td></td>
<td>Third, what can you say about the subject matter? What is the subject of each work of art and how are the main points visually emphasized by the artists?</td>
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<tr>
<td></td>
<td>Finally, make a summation statement where you identify at least two major differences between the works of art and connect these differences to time and cultural distinctions. These artists look to different sources, what are they?</td>
</tr>
<tr>
<td>2. Analyze and evaluate what is distinctive and significant about the American and/or European experience and legacy.</td>
<td>Students analyze and evaluate what is distinctive and significant about American and/or European art and architecture by answering questions about the role of the artist in society, patrons for art, role of the audience to interpreting works of art, political and religious forces that affect art. These cultural concerns are situated in specific geographic and chronological positions relating to America and Europe from 1400 to the present.</td>
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</tbody>
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#### 3.  

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VII. Assessment: How are the learning goals above measured? Please list at least one assignment, activity or test question for each goal.

1. There are three examinations, one final examination, and two hands-on projects including a YouTube News Flash. Examinations include term discussion, image identification, and essay questions that require thorough knowledge of cultural contexts for images and objects.

2. See extensive Moodle pages.

3.

VIII. Justification: Normally, general education courses will not carry pre-requisites, will carry at least 3 credits, and will be numbered at the 100-200 level. If the course has more than one pre-requisite, carries fewer than three credits, or is upper division (numbered above the 200 level), provide rationale for exception(s).

No prerequisites.

IX. Syllabus: Paste syllabus below or attach and send digital copy with form. † The syllabus should clearly describe learning outcomes related to the above criteria and learning goals.

School of Art
ArtH 201H, Art of World Civilization II, 3 credits
Historical & Cultural Course
TTH 9:40-11:00, Spring Semester 2014, Social Sciences 356

Associate Professor Valerie Hedquist, 305A Fine Arts Building
E-mail: valerie.hedquist@umontana.edu;
Office hours: Tuesday 8:00-9:00 a.m. and Wednesday 9:00-10:00 a.m.
Course Assistant: Beth Huhtala, elizabeth.huhtala@umontana.edu
Office hours: Fridays 10am-12 pm in Schreiber Gym, 120

Recommended Text: An art-history survey text, such as: Kleiner, Fred S., Gardner’s Art Through the Ages: A Concise History, Volume 2, Schneider Adams, Laurie, Art across Time, Volume 2; Stokstad, Marilyn, Art History, Volume 2; or Janson, H. W., and Anthony Janson. History of Art. There are many other art-history survey texts that would provide an overview of the period from the Renaissance to the Contemporary era. Please check with me if you have questions about purchasing a textbook. See the “Suitable Standard Art History Survey Texts” document at Moodle. Copies of art-history survey texts are also on reserve in the Mansfield Library and in the Art Resource Center.

Moodle: Find Moodle at www.umonline.umt.edu where you will sign in with NetID. A link on that page called UMOntline 101 is a Moodle tutorial for students.

Course Description: To examine a range of art objects and monuments from the 14th century to contemporary times and consider the variety of contexts and circumstances for the creation of these works. Stylistic characteristics, artistic biography, and iconographic interpretation will provide the foundation for the study of the relationships and the differences among artistic periods.

Classroom Etiquette: Please arrive on time to class. Prepare to sit down for the duration of class. Silence your phone and pay attention to what is happening in the classroom. If you are using a laptop computer, focus on classroom activities, especially if other students can see your screen. Remember to engage with others in a respectful manner. Check out the College Classroom Etiquette document at Moodle and this link: http://dianegottisman.com/2012/01/college-classroom-etiquette-university-etiquette-for-2012/
Requirements for Course: You are expected to attend class and participate. Every student will take three term-examinations, complete two projects, and one final examination. Examinations are based on materials covered in lecture, readings, and sources provided at Moodle. All course work must be completed in order to earn credit for the class. Your grade will be calculated as follows:

Term examination #1, February 20: 100 points
Term examination #2, March 25: 100 points
Term examination #3, May 1: 100 points
Two projects, 50 points each; 100 points total
Final Examination, On-Line Open Book: 100 points
500-450 A; 449 – 400 B; 399 – 350 C; 349 – 300 D; 299 or less F

Lecture schedule:

January 28: Introduction to Art History and Expectations for Success
   Polite and respectful behavior, what does it mean? Computers, phones, and other gadgets...
   January 30: Proto-Renaissance Italian art 1200-1400
   February 4 and 6: 15th-century Italian art
   February 11: High Renaissance art
   February 13: Venetian art and Mannerist art
   February 18: Northern Renaissance art
   February 20: Term Examination #1
   February 25: Baroque Art in Italy and Spain
   February 27: Baroque Art in Flanders and the Netherlands
   March 4: Baroque Art in France and England
   March 6: Rococo and Neo-Classicism
   March 11: Romanticism and Realism
   March 13: Impressionism and Post-Impressionism
   March 18: Art of Oceania and Africa
   March 20: Native Arts of the Americas after 1300, guest lecture Beth Huhtala
   March 25: Term Examination #2
   March 27: Asian Art after 1200, on-line lecture
Spring Break
   April 8: 19th-century American art
   April 10: Fauvism and German Expressionism
   April 15: Cubism and Futurism and other early 20th-century styles
   April 17: Dada, Surrealism and American art movements
   April 22: Abstract Expressionism
   April 24: Pop, Op, Minimalism, and Conceptualism
   April 29: 20th-century architecture and photography
   May 1: Term Examination #3
   May 6: Postmodernism
   May 8: Contemporary Global Art
   Final Examination: On-Line Open Book

Please note: Approved general education changes will take effect next fall.
General education instructors will be expected to provide sample assessment items and corresponding responses to the Assessment Advisory Committee.