ADDENDUM: PROPOSAL, ARTH 202, “An Alternative Art History: Mapping for a Global Perspective”

VI. ASSESSMENT

A. HOW ARE THE LEARNING GOALS FOR THE GENERAL EDUCATION GROUP MEASURED?

2. Evaluate texts or artifacts within their historical and/or cultural contexts.

Students will be asked to develop their ability to evaluate the artifacts (artworks) under study through the practice of description, visual analysis, and historical analysis. In weekly writing assignments and discussion boards, students will discuss the creators and cultural or historical context of the presented artworks and consider how this information affects our understanding of the artwork’s aesthetics, materials, purpose, and value. Evaluating weekly assignments with prompts such as the one below according their proximity to the goals of synthesis and understanding will give me a clear record of student progress. Long-form written evaluations will allow me to encourage further growth and create a closer, case-by case awareness of student growth as well.

Sample writing questions include the following:

“Influence map: Considering what we know about colonial contact in Mexico during the 1700s, map some of the inter-cultural influences that have shaped the aesthetic, Material, and subject choices in Luis Niño’s painting, Our Lady of the Victory of Malaga (1735).”

3. Analyze human behavior, ideas, and institutions within their respective historical and/or cultural contexts.

Throughout the course, we will be connecting the practice of artmaking to the various social institutions that commission, create, preserve, and censor it: looking at the role of the artist as an extension of governments, religions, political movements, and philosophies. Weekly writing assignments will consistently address these topics, with a particular focus on drawing links and comparisons. Evaluating weekly assignments with prompts such as the one below according their proximity to the goals of synthesis and understanding will give me a clear record of student progress. Long-form written evaluations will allow me to encourage further growth and create a closer, case-by case awareness of student growth as well.

Sample writing questions include the following:

“Compare the role of the artist in society in India, Italy, and China from 800 BCE to 150 CE. How does artwork of the time reflect the artist’s role in each of these places? Use specific examples.”