



El Camino College
COURSE OUTLINE OF RECORD – Official

I. GENERAL COURSE INFORMATION

Subject and Number: Art History 101
Descriptive Title: Art and Visual Culture: A Global Perspective
Course Disciplines: Art History
Division: Behavioral and Social Sciences

Catalog Description:

This course is an introduction to art and visual culture across time and diverse cultures with a global perspective. Examining works of art through themes, theory, terminology and media, students acquire analytical and interpretive skills to develop visual literacy as well as an understanding of the role of art and visual culture in relation to contemporary life. This course explores how meaning is constructed, transmitted and negotiated in an increasingly visual world.

Conditions of Enrollment:

Recommended Preparation: eligibility for English 1A

Course Length:	X Full Term	Other (Specify number of weeks):
Hours Lecture:	3.00 hours per week	TBA
Hours Laboratory:	0 hours per week	TBA
Course Units:	3.00	

Grading Method: Letter
Credit Status: Associate Degree Credit

Transfer CSU: X Effective Date: 08/17/2020
Transfer UC: X Effective Date: Proposed

General Education:

El Camino College:

3 – Humanities

Term: Other: Approved

CSU GE:

C1 - Arts, Dance, Music, Theater

Term: Other: Approved

IGETC:

3A - Arts

Term: Fall 1991 Other:

II. OUTCOMES AND OBJECTIVES

A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

1. SLO #1 Analysis of Content
Students will be able to demonstrate analysis of content through the historical, geographical, and chronological context of art and visual culture.
2. SLO #2 Comprehend and Critique
Students will be able to demonstrate the ability to comprehend and critique art and visual culture in terms of form, medium, and style
3. SLO #3 Communication
Students will be able to demonstrate the ability to effectively communicate ideas about art and visual culture verbally or by written methods.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

1. Define and apply terminology pertaining to styles, formal elements, principles of composition, media, and technical processes used in art and visual culture.
 - Other exams
2. Identify, evaluate, and distinguish materials and techniques used for creating art and visual culture.
 - Other exams
3. Distinguish and interpret different modes of content such as formal, narrative, or symbolic employing appropriate terminology.
 - Other exams
4. Differentiate analytical methodologies including, but not limited to, formalist, ideological, psychoanalytic, structuralist, feminist, and cultural/visual studies, in order to interpret art and visual culture in relation to historical and cultural contexts.
 - Term or other papers
5. Identify, analyze and interpret the functions of art and visual culture and roles of artists and viewers in diverse cultures, including socio-cultural factors, the relationships between high and popular culture, issues of representation and display, and the influence of technology on reproduction of image making.
 - Term or other papers

III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	3	I	Defining Art and Visual Culture <ul style="list-style-type: none">• definitions and theories of art• western versus non-western aesthetics• categories of art• defining visual culture

Lecture	2	II	<p>Why Humans Create</p> <ul style="list-style-type: none"> • various functions of art within visual culture • relevance of visual culture to society • visual literacy
Lecture	4	III	<p>Language of Visual Communication</p> <ul style="list-style-type: none"> • formal elements • principles of composition • medium and technical processes • styles of visual expression
Lecture	5	IV	<p>Language of Interpretation</p> <ul style="list-style-type: none"> • visual analysis • iconography • content • context • viewing context • methods and philosophies of interpretation • images and text • Exam
Lecture	5	V	<p>Imagery, Power, and Social Control</p> <ul style="list-style-type: none"> • glory of the ruler • power of the state • images of war and/or peace • heroes and victims • mass media • social protest / social affirmation • consumer culture: creating desire • anti-ad practices • images as evidence • vision and truth • censorship
Lecture	5	VI	<p>Imagery and Identity Formation</p> <ul style="list-style-type: none"> • race • gender • class • clan • portraiture: representing self / others • national identity • subcultures • cult of individuality and/or celebrity • stereotype
Lecture	5	VII	<p>Art and the Sacred</p> <ul style="list-style-type: none"> • representations of divinity • sacred spaces and architecture • death and commemoration • monuments • construction of memory and nostalgia
Lecture	5	VIII	<p>Reproduction and Sexuality</p> <ul style="list-style-type: none"> • images of fertility • rituals and objects to promote fertility

			<ul style="list-style-type: none"> • reproduction and progeny • love and lovemaking • sexuality and gender • the gaze: power relations in/of looking
Lecture	5	IX	The Body in or as Art <ul style="list-style-type: none"> • body as ideology • cultural ideals • representations of sickness and death • body as art or art tool • the nude • bioscience and art
Lecture	5	X	Visual Culture of Social Institutions <ul style="list-style-type: none"> • family • education • systems of professions • science • artworld systems, museums and ownership • architecture of authority
Lecture	5	XI	Nature and/or Technology <ul style="list-style-type: none"> • animals • land and landscape • reproduction of “real” with visual technologies • history of perspective • virtual space / virtual worlds
Lecture	5	XII	Global Flow of Visual Culture <ul style="list-style-type: none"> • impact of mass media • critique of cultural imperialism • marketing the exotic • hybrid and diasporic Images • the role of the visual in the new millennium
Total Lecture Hours		54	
Total Laboratory Hours		0	
Total Hours		54	

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION:

Substantial writing assignments

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

In response to an artwork viewed at a local art gallery or museum, write a three-to-five page analytical paper applying terminology, concepts, and methods of analysis and interpretation germane to Art History. The essay should contain a description of the artwork, including the appearance of the art; its subject matter and any iconography; an analysis of how the form shapes the content or meaning of the subject; and a comprehensive interpretation of the overall meaning of the artwork.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. Select an artwork or advertisement as the topic of an oral presentation approximately 8 minutes long. Using the methods and models of visual analysis, describe the subject matter, analyze the form, and interpret the content. In addition, evaluate the artist's/designer's intentions, target audience, and effectiveness.
2. Select an advertisement that you find objectionable in terms of its design, imagery, messages, and/or cultural connotations. In a three-to-five page paper, present your thesis and arguments in the form of a critique, and a proposal for how the advertisement should be revised.

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Essay exams
Term or other papers
Multiple Choice
Completion
Matching Items
True/False

V. INSTRUCTIONAL METHODS

Demonstration
Discussion
Internet Presentation/Resources
Lecture
Multimedia presentations

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. WORK OUTSIDE OF CLASS

Study
Required reading
Written work
Observation of or participation in an activity related to course content

Estimated Independent Study Hours per Week: 6

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

Margaret Lazzari & Dona Schlesier. Exploring Art: A Global, Thematic Approach. 4th ed. Thomson Wadsworth, 2012.

B. ALTERNATIVE TEXTBOOKS

C. REQUIRED SUPPLEMENTARY READINGS

D. OTHER REQUIRED MATERIALS

VIII. CONDITIONS OF ENROLLMENT

A. Requisites (Course and Non-Course Prerequisites and Corequisites)

Requisites	Category and Justification
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B. Requisite Skills

Requisite Skills

C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
Non-Course Recommended Preparation eligibility for English 1A	It is advised that students be able to read and effectively analyze college level texts, and be able to write a paper that persuasively proves an original thesis. If students are eligible for English 1A they are more likely to be successful in this course.

D. Recommended Skills

Recommended Skills
Ability to critically analyze researched texts. ENGL 84 - Utilize comprehension and vocabulary strategies to improve reading rate. ENGL 84 - Select and employ reading strategies to interpret the content of a college-level textbook, with special focus on constructing a thesis statement and providing valid support. ENGL 84 - Identify an implied main idea (thesis), and support with major and minor details, from a longer text or novel. ENGL 84 - Interpret a book-length work through discussion, journal writing, or composition writing. ENGL 84 - Compare and contrast college-level texts to evaluate content.
Coherently write in essay format. ENGL A - Read and apply critical thinking skills to college-level expository prose for the purposes of writing and discussion. ENGL A - Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques. ENGL A - Plan, write, and revise 500-word multi-paragraph expository essays including an introduction and conclusion, exhibiting coherence and unity, avoiding major grammatical and mechanical errors that interfere with meaning, and demonstrating awareness of audience, purpose, and language choice. ENGL A - Utilize MLA guidelines to format a document, to cite sources in the text of an essay, and to compile a Works Cited list.

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact
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Course created by Donald Hudson on 02/01/1968.

BOARD APPROVAL DATE:

LAST BOARD APPROVAL DATE: 08/17/2020

Last Reviewed and/or Revised 07/01/2020