

General Education Review Request

AREA I - HUMANITIES

Course Number & Title: Art 2E - A History of Women in Art _____

Breadth Criteria:

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

- B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
- B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
- B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
- B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
- B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

Depth Criteria for Area I - Humanities:

The humanities include courses in Arts and Letters that give students knowledge and understanding of significant works of the human intellect and imagination. These works cover all the varieties of human expression through time. Knowledge of the significance of the historical and cultural context in which the works are created and interpreted expands the students' awareness of the human condition, cultivating an appreciation of human values and achievements. Humanities courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.

A course meeting the Humanities requirement incorporates a multidisciplinary approach (drawing from **two or more** of the following - history, literature, philosophy, religion, language, and the arts) as it addresses and explores central questions about the meaning and experience of human life.

A course meeting the Humanities General Education Requirement **must** help students:

- H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;
- H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;
- H3. Develop appreciation for what is significant about human life and its creations;
- H4. Make reasoned judgments that reflect ethical and aesthetic human values;
- H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

In addition, courses **must** identify how they will help students achieve **at least two** of the following learning outcomes:

- H6. Understanding of the ambiguities, vagaries, and value inherent in human language;
- H7. Appreciation of nonverbal communication to be found in the visual and performing arts;
- H8. Recognition of the variety of valid interpretations of artistic expression;
- H9. Appreciation of our common humanity within the context of diverse cultures;
- H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

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Please map each appropriate Course Outcome/Objective from the Course Outline of Record to the appropriate depth and breadth criteria.

Depth Map: Must include the following:

H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;

Matching course objective(s):

(From section 2 unless otherwise noted)

- A. Analyze and gain knowledge of the style and content of works of art by women throughout the history of art.
- B. Systematically examine, interpret, and develop and appreciation for the roles and significance of women artists throughout history.
- C. Compare and contrast images of art works by women artists with those by their male counterparts with a view to understanding through critical thinking the limitations placed on women in terms of education, lack of training, broader social values, etc.
- D. Evaluate and acquire knowledge of (and discuss in small groups in class or online) the social, cultural, and historical context of works by women artists from antiquity to the present.
- E. Recognize and reflect in writing how art produced by women artists reflects the aesthetic values of their historical period.

H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;

Matching course objective(s):

- B. Systematically examine, interpret, and develop and appreciation for the roles and significance of women artists throughout history.
- C. Compare and contrast images of art works by women artists with those by their male counterparts with a view to understanding through critical thinking the limitations placed on women in terms of education, lack of training, broader social values, etc.
- E. Recognize and reflect in writing how art produced by women artists reflects the aesthetic values of their historical period.

H3. Develop appreciation for what is significant about human life and its creations;

Matching course objective(s):

- B. Systematically examine, interpret, and develop and appreciation for the roles and significance of women artists throughout history.
- C. Compare and contrast images of art works by women artists with those by their male counterparts with a view to understanding through critical thinking the limitations placed on women in terms of education, lack of training, broader social values, etc.
- D. Evaluate and acquire knowledge of (and discuss in small groups in class or online) the social, cultural, and historical context of works by women artists from antiquity to the present.

H4. Make reasoned judgments that reflect ethical and aesthetic human values;

Matching course objective(s):

- B. Systematically examine, interpret, and develop and appreciation for the roles and significance of women artists throughout history.
- C. Compare and contrast images of art works by women artists with those by their male counterparts with a view to understanding through critical thinking the limitations placed on women in terms of education, lack of training, broader social values, etc.
- E. Recognize and reflect in writing how art produced by women artists reflects the aesthetic values of their historical period.

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H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

Matching course objective(s):

- D.** Evaluate and acquire knowledge of (and discuss in small groups in class or online) the social, cultural, and historical context of works by women artists from antiquity to the present.
- E.** Recognize and reflect in writing how art produced by women artists reflects the aesthetic values of their historical period.

Depth Map: Additionally, must include at least two of the following:

H6. Understanding of the ambiguities, vagaries, and value inherent in human language;

Matching course objective(s):

- C.** Compare and contrast images of art works by women artists with those by their male counterparts with a view to understanding through critical thinking the limitations placed on women in terms of education, lack of training, broader social values, etc.
- D.** Evaluate and acquire knowledge of (and discuss in small groups in class or online) the social, cultural, and historical context of works by women artists from antiquity to the present.

H7. Appreciation of nonverbal communication to be found in the visual and performing arts;

Matching course objective(s):

- A.** Analyze and gain knowledge of the style and content of works of art by women throughout the history of art.
- D.** Evaluate and acquire knowledge of (and discuss in small groups in class or online) the social, cultural, and historical context of works by women artists from antiquity to the present.

H8. Recognition of the variety of valid interpretations of artistic expression;

Matching course objective(s):

- B.** Systematically examine, interpret, and develop and appreciation for the roles and significance of women artists throughout history.
- C.** Compare and contrast images of art works by women artists with those by their male counterparts with a view to understanding through critical thinking the limitations placed on women in terms of education, lack of training, broader social values, etc.
- D.** Evaluate and acquire knowledge of (and discuss in small groups in class or online) the social, cultural, and historical context of works by women artists from antiquity to the present.

H9. Appreciation of our common humanity within the context of diverse cultures;

Matching course objective(s):

- B.** Systematically examine, interpret, and develop and appreciation for the roles and significance of women artists throughout history.
- C.** Compare and contrast images of art works by women artists with those by their male counterparts with a view to understanding through critical thinking the limitations placed on women in terms of education, lack of training, broader social values, etc.
- D.** Evaluate and acquire knowledge of (and discuss in small groups in class or online) the social, cultural, and historical context of works by women artists from antiquity to the present.

H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

Matching course objective(s):

- B.** Systematically examine, interpret, and develop and appreciation for the roles and significance of

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women artists throughout history.

C. Compare and contrast images of art works by women artists with those by their male counterparts with a view to understanding through critical thinking the limitations placed on women in terms of education, lack of training, broader social values, etc.

D. Evaluate and acquire knowledge of (and discuss in small groups in class or online) the social, cultural, and historical context of works by women artists from antiquity to the present.

Breadth Mapping: please indicate all that apply (if applicable)

B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research)

Matching course objective(s):

(From section 10)

A. Online students must (and traditional classroom students may) participate in one and one half hours per week of online discussions based on questions posed in weekly lessons. This participation consists of students' postings in answer to written questions provided by the instructor and/or postings in response to other student comments in an online discussion forum.

B. Traditional classroom/online students will visit local museums and view actual works of art in preparation for a written museum report assignment.

(From section 6)

A. Discussions based on required readings in text and related online weekly lesson modules. Questions posed in lessons to be discussed in online (written) discussion forums or in traditional classroom.

B. Weekly essay assignments based on readings of text and lesson modules online to evaluate ongoing student learning; written research paper/museum report essay assignment project may be assigned.

B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).

Matching course objective(s):

(From section 6)

B. Weekly essay assignments based on readings of text and lesson modules online to evaluate ongoing student learning; written research paper/museum report essay assignment project may be assigned.

C. Two midterms and one final examination; examinations may include any/all of the following: slide identification, term definition and slide comparison essay, short answer and objective questions.

B3. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

Matching course objective(s):

(From section 6)

A. Discussions based on required readings in text and related online weekly lesson modules. Questions posed in lessons to be discussed in online (written) discussion forums or in traditional classroom.

B. Weekly essay assignments based on readings of text and lesson modules online to evaluate ongoing student learning; written research paper/museum report essay assignment project may be assigned.

C. Two midterms and one final examination; examinations may include any/all of the following: slide identification, term definition and slide comparison essay, short answer and objective questions.

(From section 10)

A. Online students must (and traditional classroom students may) participate in one and one half hours per week of online discussions based on questions posed in weekly lessons. This participation consists of students' postings in answer to written questions provided by the instructor and/or postings in response to other student comments in an online discussion forum.

B. Traditional classroom/online students will visit local museums and view actual works of art in preparation for a written museum report assignment.

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B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).

Matching course objective(s):

(From section 1a)

Art 2E offers a chronological, thematic, and cross-cultural examination of art works and gender issues concerning women artists from the early Middle-Ages to the 21st century. Includes the influences on art produced by women of such issues as race, gender, socio-economic and political conditions, increasing urbanization, and conceptions of nature, etc.

(From section 2)

A. Analyze and gain knowledge of the style and content of works of art by women throughout the history of art.

B. Systematically examine, interpret, and develop and appreciation for the roles and significance of women artists throughout history.

C. Compare and contrast images of art works by women artists with those by their male counterparts with a view to understanding through critical thinking the limitations placed on women in terms of education, lack of training, broader social values, etc.

D. Evaluate and acquire knowledge of (and discuss in small groups in class or online) the social, cultural, and historical context of works by women artists from antiquity to the present.

B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

Matching course objective(s):

(From section 6)

A. Discussions based on required readings in text and related online weekly lesson modules. Questions posed in lessons to be discussed in online (written) discussion forums or in traditional classroom.

B. Weekly essay assignments based on readings of text and lesson modules online to evaluate ongoing student learning; written research paper/museum report essay assignment project may be assigned.

(From section 7)

When taught via Foothill Global Access, supplemental lectures, handouts, tests and assignments delivered via e-mail; feedback on tests and assignments delivered via e-mail or internet; class discussion may be delivered in chat rooms, listservers and newsgroups.

(From section 10)

A. Online students must (and traditional classroom students may) participate in one and one half hours per week of online discussions based on questions posed in weekly lessons. This participation consists of students' postings in answer to written questions provided by the instructor and/or postings in response to other student comments in an online discussion forum.

Requesting Faculty: Robbie Reid, Ph.D. _____ Date: 1/8/10 _____

Division Curr Rep: _____ Date: _____

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Joe Ragey, Sam Connell, Bernie Day

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Comments:

The committee has reviewed and approved the above curriculum for HUMANITIES GENERAL EDUCATION.

Approved: X_____ Denied:_____ CCC Co-Chair Signature: Joe Ragey_____ Date: 2/8/11_____