



# WINONA STATE UNIVERSITY PROPOSAL FOR A REVISED COURSE

This form is to be used to submit proposed revisions to an existing undergraduate or graduate course which can not be changed with the Notification Form. Every item on this form must be completed prior to submission to A2C2. The department proposing this revision must include a **Financial and Staffing Data Sheet** and the **New and Revised Course and Program Approval Form** with department chairperson's and Dean's signatures. Refer to Regulation 3-4, **Policy for Changing the Curriculum**, for complete information on submitting proposals for curricular changes.

Department ART

Date 1/21/2014

*Please provide all of the current information for this course:*

201 Eastern Art and Culture 3  
Course No. Course Title Credits

This proposal is for a(n):  Undergraduate Course \_\_\_\_\_ Graduate Course

Is this course for USP?  Yes\*\*  No Is this course for GEP?  Yes\*\*  No

List all Major Codes to which this proposal applies as a required course:

List all Major Codes to which this proposal applies as an elective course:

List all Minor Codes to which this proposal applies as a required course:

List all Minor Codes to which this proposal applies as an elective course: ARTS and ARTH

Prerequisites none

Grading Method  Grade only \_\_\_\_\_ P/NC only \_\_\_\_\_ Grade and P/NC Option

Frequency of offering once every two years

*Please indicate any proposed changes in this course information*

314 Eastern Art and Culture \_\_\_\_\_  
Course No. Course Title Credits\*

This proposal is for a(n):  Undergraduate Course \_\_\_\_\_ Graduate Course

Is this course for USP?  Yes\*\*  No Is this course for GEP?  Yes\*\*  No

List all Major Codes to which this proposal applies as a required course:

List all Major Codes to which this proposal applies as an elective course:

List all Minor Codes to which this proposal applies as a required course:

List all Minor Codes to which this proposal applies as an elective course: ARTS and ARTH

Prerequisites Art 114, Art 115, Art 118, or Art 150 or with instructor permission. Students need to be a Sophomore or higher

Grading Method  Grade only \_\_\_\_\_ P/NC only \_\_\_\_\_ Grade and P/NC Option

Frequency of offering once every two years

\* If this course will change the number of credits for any major or minor, the form **Proposal for a Revised Program** must also be submitted and approved according to the instructions on that form.

\*\*For General Education Program (GEP) or University Studies (USP) course approval, the form **Proposal for General Education Courses** or **Proposal for University Studies Courses** must also be completed and submitted according to the instructions on that form.

**Please provide all of the following information:**

(Note: a syllabus or other documentation may not substitute for this)

A. **Changes in the Course Description.** This information will be submitted to MnSCU by the WSU Registrar's office.

1. Provide both the current and the revised catalog descriptions of this course, including credit hours, prerequisites, and grading method. Please place these in two columns, side-by-side, for easy comparison.

**Current**

Exploration of Eastern Art and Culture in a selected country such as India, China, Japan, or Taiwan. This course intends to foster an understanding of the relationship between Eastern and Western art and culture, and their influences upon each other. The visual art of the selected country is emphasized. Unique cultural traditions as well as certain cross-cultural contexts are examined in this Travel Study course.

This course intends to give students a broader understanding of Eastern culture through diverse experiences in the metropolitan and mid-size industrial cities, as well as rural areas. Students will gain a better understanding of ancient and modern Eastern fine arts (painting, sculpture, architecture, etc), as well as folk and popular arts (crafts, traditional performance and film).

**Revised**

Exploration of Eastern Art and Culture in a selected country such as India, China, Japan, or Taiwan. This course intends to foster an understanding of the relationship between Eastern and Western art and culture, and their influences upon each other. The visual art and culture of the selected country is emphasized. Unique cultural traditions as well as certain cross-cultural contexts are examined in this Travel Study course.

This course intends to give students a broader understanding of Eastern culture through diverse experiences in metropolitan and mid-size industrial cities, as well as rural areas. Students will gain a better understanding of ancient and modern Eastern fine arts (painting, sculpture, architecture, etc), as well as folk and popular arts (crafts, traditional performance and film). Students also have the opportunity to collaborate with the local college art student on an onsite art exhibition. Prerequisite: Art 114, Art 115, Art 118, or Art 150 or with instructor permission. Students need to be a Sophomore or higher

2. Provide both the current and the revised course outline of the major topics and subtopics to be covered in the course. These outlines should be, at a minimum, two-level outlines of topics and subtopics. Place these in two columns, side-by-side, for easy comparison.

**Course Outline (Current)**

Learning Activities

*Pre-China*

- o Film & video viewing, discussion, reflective writing
- o Lecture & note-taking
- o Assigned reading & discussion
- o Basic conversational Chinese
- o Research for oral presentation at cultural site
- o Pre-trip expectations and assumptions

*During China Travel*

- o Assigned reading
- o Daily journal writing
- o Daily sketchbook assignment
- o Visual study of primary art forms
- o Periodic group discussion and reflection
- o Interaction with Chinese in their country

*Post-China*

- o Book Project
- o Journal Report - reflection of experience

**Course Outline (Revised)**

Learning Activities

*Pre-China*

- o Film & video viewing, discussion, reflective writing
- o Lecture & note-taking
- o Assigned reading & discussion
- o Basic conversational Chinese
- o Research for oral presentation at cultural site
- o Pre-trip expectations and assumptions

*During China Travel*

- o Assigned reading
- o Daily journal writing
- o Daily sketchbook assignment
- o Visual study of primary art forms
- o Periodic group discussion and reflection
- o Interaction with Chinese in their country
- o Collaboration with Chinese Art students from partner institution
- o Two onsite Art exhibitions

*Post-China*

- o Book Project
- o Journal Report - reflection of experience
- o Collaboration with art students from partner

institution, who visit WSU.

- Book Art exhibition

### Course Outline Part 2 (Current)

#### History

- Pre-Dynastic history
- Dynasties - 2500 years
- Communism - the past 60 years

#### Environment

- Metropolitan areas
- mid-size cities (1 million people)
- Rural areas - towns and villages

#### Historic Art Forms

- Bone carving
- Bronze
- Ceramics
- Brush and ink painting
- Calligraphy/poetry
- Architecture
- Chinese Opera
- Institutions

#### Contemporary Art

- Painting
- Sculpture
- Film
- Multimedia
- Performance
- Institutions
- Western influences
- Replication of historic work ("restoration")

#### Traditional folk arts and crafts

- Folk art with cultural meaning (papercut, fiber arts)
- Mass-produced crafts (i.e. ceramics)
- City-wide craft production

#### Philosophy and Religion

- Geographic differences
- Buddhism
- Taoism
- Islam
- Christianity
- Communism
- Contemporary values

#### Cultural Sites

##### *Historic*

- Museums
- Architecture
- Shanghai (Tea House, Yuyuan Garden, and The Bund)
- Beijing (Tiananmen Square, Imperial Palace, Great Wall, and Hutong)

##### *Contemporary*

- Beijing (District 798, Olympic site, and National Centre for the Performing Arts)
- Shanghai (Museum of Contemporary Art, and Pearl Tower)

### Course Outline Part 2 (Revised)

#### History

- Pre-Dynastic history
- Dynasties - 2500 years
- Communism - the past 60 years

#### Environment

- Metropolitan areas
- mid-size cities (1 million people)
- Rural areas - towns and villages

#### Historic Art Forms

- Bone carving
- Bronze
- Ceramics
- Brush and ink painting
- Calligraphy/poetry
- Architecture
- Chinese Opera
- Institutions

#### Contemporary Art

- Painting
- Sculpture
- Film
- Multimedia
- Performance
- Institutions
- Western influences
- Replication of historic work ("restoration")

#### Traditional folk arts and crafts

- Folk art with cultural meaning (papercut, fiber arts)
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- Geographic differences
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#### Cultural Sites

##### *Historic*

- Museums
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##### *Contemporary*

- Beijing (District 798, Olympic site, National Centre for the Performing Arts)
- Shanghai (Museum of Contemporary Art, Pearl Tower)

**Course Outline Part 3 (Current)**

Art-making & practices

- Postcard project
- Book project
- Brush and ink painting
- Calligraphy
- Tai Chi Chuan

Conventions in Art & Visual Culture

- Perspective and perception of space
- Use of negative space
- Materials - brush and ink; ceramic
- Symbols - characters

Interaction with Chinese people

- Language (oral communication, written communication)
- Food (ordering food, sharing meals, and tipping)
- Bargaining with vendors
- Asking directions
- Taxi drivers
- Public transportation
- Relationships with English-speaking local escorts/language partners

Travel Skills

Money & currency  
 food & diet ("vegetarian")  
 basic language  
 basic characters/reading  
 use of chopsticks

**Course Outline Part 3 (Revised)**

Art-making & practices

- Postcard project
- Book project
- Brush and ink painting
- Calligraphy
- Tai Chi Chuan
- Three art exhibition

Conventions in Art & Visual Culture

- Perspective and perception of space
- Use of negative space
- Materials - brush and ink; ceramic
- Symbols - characters

Interaction with Chinese people

- Intense art collaboration with foreign art students
- Relationships with English-speaking local escorts/language partners
- Learn to resolve language barrier while collaborating with foreign art students
- Establish relationships with English-speaking local escorts/language partners
- Learn basic language (oral communication, written communication)
- Food (ordering food, sharing meals, and tipping)
- Bargaining with vendors
- Asking directions
- Taxi drivers
- Public transportation

Travel Skills

Money & currency  
 food & diet ("vegetarian")  
 basic language  
 basic characters/reading  
 use of chopsticks

3.a Instructional delivery methods utilized: (Please check all that apply).

Auditorium/Classroom	ITV	Online	Web Enhanced	Web Supplemented
Laboratory	Service Learning	Travel Study*	Internship/Practicum	
Other: (Please indicate)				

3.b. MnSCU Course media codes: (Please check all that apply).

None:	3. Internet	6. Independent Study	9. Web Enhanced
1. Satellite	4. ITV Sending	7. Taped	10. Web Supplemented
2. CD Rom	5. Broadcast TV	8. ITV Receiving	

4. Describe both the current and the revised course requirements (papers, lab work, projects, etc.) and means of evaluation. Place these in two columns, side-by-side, for easy comparison.

**Current Course requirement**

**Evaluation Procedures:**

Pre-China

- (5%) Daily short writing
- (5%) Daily Oral test
- (5%) Attendance and class participation

#### During-China

- (20%) Personal site-specific presentation
- (20%) Postcard project art show in China
- (15%) Daily sketchbook assignment in China and journal report

#### Post-China

- (30%) Book art project

### Revised Course requirement

#### Evaluation Procedures:

##### Pre-China

- (5%) Daily short writing, and daily oral test
- (5%) Attendance and class participation

##### During-China

- (15%) Personal site-specific presentation
- (15%) Postcard project art show in China
- (10%) Daily sketchbook, journal report
- (5%) Participation, daily discussion, onsite discussion

##### Post-China

- (30%) Book art project
- (15%) Final journal report

5. Describe both the current and the revised course materials (textbook(s), articles, etc.) to be used in this course. Place these in two columns, side-by-side, for easy comparison.

### Current course material

#### Books

- Thorp & Vinograd, [Chinese Art & Culture](#),
- Wu Hung, [Monumentality in Early Chinese Art and Architecture](#)
- Wen C. Fong and James C. Y. Watt, [Possessing the Past](#), “Monumental Landscape Painting” pp. 120-137

### Revised course material

#### Books

- Cunningham, Reich & Fichner-Rathus, Culture and Values: A Survey of the Humanities
- Thomas & Salamony, 1,000 Artists' Books (1000 Series)
- Steve, Rick, Rick Steve Travel guide to Asia, Ipad App.

#### Equipment

- laptop,
- iPad,
- sketch book,
- camera,

6. List both the current and the revised student learning outcomes for this course and how each outcome will be assessed. Place these in two columns, side-by-side, for easy comparison

### Current learning outcomes

- A. demonstrate knowledge of diverse patterns and similarities of thought, value, and beliefs as manifest in different cultures;  
Religious beliefs in particular are reflected in the art traditions of both Eastern and Western cultures. Although the contemporary cultures may not actively practice the traditional religions, the values of those religions are deeply imbedded in the cultures. Students reflect on this shared cultural phenomenon in their journals.
- B. understand the extent to which cultural differences influence the interpretation and expression of events, ideas, and experiences;  
Eastern visual arts are full of examples of interpretations of human experiences that differ widely from Western interpretations of the same human experiences. Pictorial space is a fascinating example of this - traditional Eastern

artists portray space in a manner (axonometric: "equal-angle-see-through") that is radically different from western linear perspective, but has specific cultural meaning.

- C. understand the extent to which cultural differences influence the interactions between individuals and/or groups; While traveling in Asia, students experience the unsettling reality of being a minority culture, something that many have never experienced in the past. In this way, they truly learn about the selected Eastern culture, rather than making assumptions based on Asian individuals they have known at home. The everyday interactions and misunderstandings they experience are recorded and discussed throughout the trip.
- D. examine different cultures through their various expressions; Students study at least three different manifestations of Eastern art through research and visual study. These include historic, indigenous fine art and architecture; contemporary fine art which reflects both Eastern and Western aesthetics; traditional arts and crafts mass-produced by hand and machine in industrial settings; folk arts and crafts produced by individuals as unique cultural expressions. These distinct approaches to art in Asia are also compared to Western artistic expressions as practiced in the U.S.
- E. possess the skills necessary for interaction with someone from a different culture or cultural group. Students will interact with the local culture on a daily basis. At least half of the time, each small group of students has a local escort ("language partner"). Students reflect daily in their journals on their interactions with this escort as well as other local people. Students also regularly share their journal entries with each other (both on-line and verbally, face -to-face in group discussions).

**Course Objectives:**

1. To gain better understanding of Eastern philosophy through ancient and modern Eastern fine arts (painting, sculpture, architecture, etc), as well as folk and popular arts (crafts, opera and film). Students discover the similarities and differences between eastern and western culture.
2. To increase the ability to learn and adapt to a variety of universal languages. Examples: maps, body language, signs, graphics, symbols, images.
3. To gain a better understanding of China as a country in the midst of complex development. This includes the impact on the individual's economic and social status, educational opportunities, and the political environment. (Life in metropolitan, mid-size city and rural areas is studied.)
4. To gain a better understanding of the diversity of cultures in China.
5. To understand the role of ancient art in contemporary Chinese life.
6. To learn and practice the art of Tai Chi Chuan, and to learn its relationship to Chinese painting.
7. To learn basic Chinese Dynastic history as well as the history of Communism in China of the past 60 years.

**Revised learning outcome**

Learning Outcome –Goal 8 <i>Global Perspective</i>	Learning Activity	Assessment
1. Demonstrate knowledge of cultural, social, religious and linguistic differences;	Cultural and religious beliefs are reflected in the art traditions of Eastern and Western cultures. Although the contemporary cultures may not actively practice the traditional religions, the values of those religions are deeply imbedded in the cultures. Students reflect on this shared cultural phenomenon in their on-site presentation.	Students will be assessed through their articulation and reflection upon their experiences and observations, including the differences and similarities in social, religious, and linguistic forms of U.S. culture with that of the visited country in their onsite presentation.
2. Analyze specific international problems,	Students study at least three different manifestations of Eastern art through research and visual study. These include historic, local	Students will be assessed through their articulation and reflection upon their

<p>illustrating the cultural, economic, and political differences that affect their solution;</p>	<p>folk fine art and architecture; contemporary fine art which reflects Eastern aesthetics; traditional arts and crafts mass-produced by hand and machine in industrial settings; folk arts and crafts produced by individuals as unique cultural expressions.</p> <p>These studies will offer students insights into the economic, cultural and political similarities and differences between the U.S. and the selected Eastern country. Students will reflect upon these issues in their cross-cultural postcard, book art project and journal report.</p>	<p>experiences and observations, including the differences and similarities between U.S. culture, economy, politics, and that of the visited country. Professor will evaluate the students' research and analytical skills through the onsite presentation, book art project and journal report.</p>
<p>3. Understand the role of a world citizen and the responsibility world citizens share for their common global future</p>	<p>Students interact with the local culture on a daily basis. At least half of the time, each small group of students has to engage in cross-cultural activity. Students reflect their interactions with the locals daily in their journals and sketchbook. Assigned readings and class discussions will also be utilized to accomplish this.</p>	<p>Students will be assessed upon critical reflection in their daily discussion and final journal report.</p>
<p>Learning Outcome – Goal 6 <i>The Humanities and Fine Arts</i></p>	<p>Learning Activity</p>	<p>Assessment</p>
<p>1. Demonstrate awareness of the scope and variety of works in the arts and humanities;</p>	<p>Students visit art museums, galleries and tour historical sites. This will also be accompanied by an onsite presentation, daily journal sketches, class discussions, and reading.</p>	<p>Students will be assessed on their understanding of the art of the visited country through the onsite presentation and final journal paper.</p>
<p>2. Understand those works as expressions of individual and human values within an historical and social context;</p>	<p>Eastern visual arts are full of examples of interpretations of human experiences that differ widely from Western interpretations of the same human experiences. Pictorial space is a fascinating example of this - traditional Eastern artists portray space in a manner (axonometric: "equal-angle-see-through") that is radically different from western linear perspective, but has specific cultural meaning.</p> <p>Students study the manifestations of Eastern art through research, reading, daily discussion and visual study. Students will demonstrate the knowledge in the daily discussion, onsite discussion, and final journal report. This will also be accomplished by assigned reading.</p>	<p>Students will be assessed through their reflections upon the studied art in the daily discussion and final journal report.</p>
<p>3. Respond critically to works in the arts and humanities;</p>	<p>Students demonstrate their critical analysis of selected artworks through onsite presentation, daily discussion, daily journal, onsite discussion, and final journal report. This will also be accomplished by assigned reading.</p>	<p>Students will be assessed through their ability to articulate their perceptions of what they learned through the works in arts and humanities in their final journal report,</p>

		daily discussion, and onsite presentation.
4. Engage in the creative process or interpretive performance;	Students demonstrate their creative process through the development of the cross-cultural postcard project and the book art project.	Students will be assessed through their creative use of studio practices to express their travel study experience in the cross-cultural postcard project and the book art project.
5. Articulate an informed personal reaction to works in the arts and humanities.	Students articulate an informed reaction to their experiences through the artist statement in the cross-cultural postcard, book art show and the final journal report.	Students will be assessed through their conceptual interpretation of their travel study experience in the cross-cultural postcard project, final journal report and the book art project.

**B. Rationale**

Provide a rationale for each of the changes proposed.

This course should be offered at 300 level due to the intensity of the course load and assessment requirements, including creative projects and set readings. Students are expected to not only increase their artistic skill and knowledge, but also their skills in communication, presentations and critical thinking/research. Condensing these demands into a short timeframe makes a 300 level designation appropriate.

The focus of this course is to learn about the culture of a selected Eastern country and compare it to our own through the lens of the arts, design, visual culture, and interactions with local residents. Traveling to Eastern countries immerses students in a different culture and provides many opportunities to learn about both different and similar facets of the visited culture. This allows students to reflect upon and expand their own identity and is especially important for art majors. It will help them cultivate a stronger creative identity that will be needed in their artistic practice.

In addition, WSU students will collaborate with senior art students from a partner institution to produce high quality artwork for onsite exhibition. This collaboration requires students to have a strong studio background. Five intense pre-trip classes (6 hours/each) will be offered to increase students artistic, language and collaboration skills.

**C. Impact of These Changes on Other Departments, Programs, Majors, and Minors**

1. Clearly state the impact of this revision on courses taught in other departments. Does this course duplicate the content of any other course? Is there an effect on prerequisites for this or any other courses?

No impact on other departments. It does not duplicate other courses. There is no effect on prerequisites.

2. Would approval of this course revision change the total number of credits required by any major or minor of any department? If so, explain the effects which this course revision would have.

It does not impact the total credit hours required by any art major

3. If this revision has an impact on the major or minor of any other department or program, it is the responsibility of the department submitting the proposal to send written notification to the department(s) or program(s) affected. State clearly which other programs are affected by this proposal and whether the other departments have been notified and/or consulted. Attach letter(s) of understanding from impacted department(s).

N/A

**D. Attach to This Proposal a Completed**

1. *Financial and Staffing Data Sheet*
2. *New and Revised Course and Program Approval Form*

**E. Department Contact Person for this Proposal:**

Name (please print)

Phone

e-mail address

**F. Review by Department A2C2 Representative**

I have reviewed this proposal and certify that it is complete \_\_\_\_\_

Signature of A2C2 representative

Definitions for codes in 3a and 3b:

01-Satellite:

02- CD Rom:

03- Internet: Predominately = where all, or nearly all, course activity occurs in an online environment. One to two activities may occur face-to-face in a classroom, with the maximum being two activities.

04 – ITV Sending: a course in which students are in the classroom with the instructor, other students join via interactive television technology from other geographically separate locations

05 – Broadcast TV:

06 – Independent Study: a course in which the teacher develops specialized curriculum for the student(s) based on department guidelines in the University course catalog

07 – Taped: a course in which the teacher records the lessons for playback at a later date

08 – ITV Receiving: a course in which students are not in the classroom with the teacher, other students join via interactive television technology from other geographically separate locations

09 – Web Enhanced- Limited Seat Time: For a course in which students are geographically separate from the teacher and other students for a majority of required activities. However, some on-site attendance is required. The course includes synchronous and/or asynchronous instruction.

10 – Web Supplemented- No Reduced Seat Time: For a course utilizing the web for instructional activities. Use of this code may assist your college/university in tracking courses for “smart classrooms” and/or facility usage.