WINONA STATE UNIVERSITY
GENERAL EDUCATION PROGRAM APPROVAL FORM

Routing form for General Education Program Course approval.

<table>
<thead>
<tr>
<th>Department Approval</th>
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<tr>
<td>Department Chair</td>
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<tr>
<td>29 Jan 2014</td>
</tr>
<tr>
<td>Date</td>
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<tr>
<td><a href="mailto:gplummer@winona.edu">gplummer@winona.edu</a></td>
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<td>e-mail address</td>
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<tr>
<th>Dean's Recommendation</th>
<th>Yes</th>
<th>No*</th>
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<tr>
<td>Dean of College</td>
<td>1/30/14</td>
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*If the dean does not approve the proposal, a written rationale should be provided to the General Education Program Subcommittee.

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<th>GEPS Recommendation</th>
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<tr>
<th>Chair, General Education Program Subcommittee</th>
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<th>Faculty Senate Recommendation</th>
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<th>President of Faculty Senate</th>
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Please forward to Registrar.

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Please notify department chair via e-mail that curricular change has been recorded.

[Revised 10-22-12]
WINONA STATE UNIVERSITY
PROPOSAL FOR GENERAL EDUCATION PROGRAM COURSES

Department: Art
Course No.: 313
Course Name: Western Art and Culture
Prerequisites: none

Date: 1/21/2014
Credits: 3

GEP Goal Area(s):*

CORE GOAL AREAS
- Goal 1: Communication
- Goal 3: Natural Science
- Goal 4: Mathematics/Logical Reasoning
- Goal 5: History and the Social and Behavioral Sciences
- Goal 6: The Humanities and Fine Arts

THEME GOAL AREAS
- Goal 7: Human Diversity
- Goal 8: Global Perspective
- Goal 9: Ethical and Civic Responsibility
- Goal 10: People and the Environment

* Courses may be submitted for up to two Goal Areas.

Additional Requirement Categories (list number of credits desired in appropriate category):

- Intensive:
  1. Writing
  2. Oral Communication
  3a. Mathematics/Statistics
  3b. Critical Analysis

- Physical Development and Wellness

Provide information as specified in the previous directions.

Attach a General Education Program Approval Form.

Department Contact Person for this Proposal:
Chun Lok Mah
Name (please print)

5394
Phone
cmah@winona.edu
e-mail address

[Revised 9-6-11]
Course Outline Art 313 Western Art and Culture

1. Learning Activities
   a. Pre-Trip
      - Film & video viewing, discussion, reflective writing
      - Lecture & note-taking
      - Assigned reading & group discussion
      - Basic conversational skills
      - Research for oral presentation at cultural site
      - Pre-trip expectations and assumptions
   b. During Trip
      - Assigned reading
      - Onsite presentation and/or Postcard project
      - Daily journal writing and/or sketchbook assignment
      - Visual study of primary art forms
      - Daily group discussion and reflection
      - Interaction with local population
   c. Post-Trip
      - Book Art Project and/or Final Essay Paper
      - Journal Report - reflection of experience

2. History
   a. Neolithic and/or Archaic periods - 10,000 – 1000 BCE
   b. Classical Roman era - 509BCE - 476CE
   c. Medieval period – 500-1440
   d. Renaissance – 1450-1600
   e. Baroque and Rococo – 1600-1750
   f. Neoclassical and 19th century art -1750-1900
   g. Modern and contemporary – 1900-present

3. Environment
   a. Large historical/metro city
   b. Small size historical city
   c. Countryside and rural village areas

4. Art Forms (selected from the following)
   a. Stone carving
   b. Metal sculpture
   c. Mosaic art
   d. Sculpture
   e. Painting
   f. Drawing
   g. Calligraphy
   h. Multimedia
   i. Performance
   j. Film
   k. Architecture
   l. Music/Opera
   m. Art restoration
   n. Fusion art (ancient and modern)

5. Philosophy and Religion
   a. Traditional ideals
   b. Religious principles
   c. Contemporary values

6. Art and Cultural Sites
   a. Historic site tour
   b. Museum tour
   c. Architecture tour
   d. Contemporary art tour
7. Art-making & practices (optional)
   a. Postcard project
   b. Book project
   c. Painting
   d. Calligraphy
   e. Photography
   f. Plein-air sketching

8. Conventions of Art & Visual Culture
   a. Perspective and perception of space
   b. Use of negative space
   c. Use of materials – charcoal, pen, paint, fresco, watercolor, brush, ink, etc.
   d. Symbols, mythology and religious references

9. Interactions with the local people
   a. Collaborating with local students
   b. Written communication
   c. Ordering food
   d. Sharing meals
   e. Bargaining with vendors
   f. Asking directions
   g. Taxi drivers
   h. Public transportation
   i. Ceremony/Festival

10. Travel Skills
    a. Money & currency
    b. Food culture
    c. Basic language
    d. Local religion & beliefs

Assessment Criteria.

- **Cross-Cultural Postcard Project** - Students will participate in a cross-cultural art project during the trip. This challenges them to integrate postcards from the United States and Europe. This project provides an opportunity for students to respond to their fresh Western European experience in relation to their American lifestyle. The professor assesses this piece in terms of students’ creative use of postcards to reflect their experience.

- **Onsite Presentation.** Students are to present a site-specific art research topic in Europe. This presentation requires students to conduct research using books, periodicals, online resources, and, finally, their experiences onsite. The professor assesses students’ comprehension of the research topic and their presentation skills.

- **Daily Journal/Sketchbook and Group Discussion.** Students engage in their daily activity by recording their experience in the sketchbook and sharing it later through group discussion.

- **Book Art Project.** Students create a Book Art piece after the return from Europe. This piece synthesizes their experience, researches, daily journal/sketchbook, and observations of European culture and visual art. The professor assesses this piece in terms of students’ use of artistic expression and inventive use of Book Art media to synthesize their post-trip experience.

- **Final Journal Report.** Students use their daily journal entries as source material for a paper reflecting upon their experience in Europe and their observations about the differences and similarities between the culture of Europe and that of the United States. The professor assesses this piece in terms of students’ overall learning.
### Global Perspective

1. **Describe and analyze political, economic, and cultural elements which influence relations of states and societies in their historical and contemporary dimensions;**

   Students select and study at least three different artistic and/or cultural objects from the visited country. Students must select a) an example of pre-Christian or antique art; b) an example of Medieval or Renaissance art; and c) an example of 20th century or contemporary art. Researching and analyzing the cultural values, religious and/or social functions, and aesthetic priorities of their chosen objects, students will gain an insight into the deep history and cultural reconfigurations/shifts of the selected country, as well as that’s country’s pronounced differences (religious, historical, linguistic, cultural, political, economic, etc.) from America. Students will articulate the knowledge gained from these studies in the cross-cultural postcard, book art project, and journal report.

   Students will be assessed in terms of their research and demonstration of knowledge concerning their chosen objects, as well as their understanding of how these objects embody and articulate deep historical, cultural, religious, political, and social values, often vastly different from those of contemporary America. The professor will evaluate students’ research and analytical skills through the onsite presentation, book art project, and journal report.

2. **Demonstrate knowledge of cultural, social, religious and linguistic differences;**

   A great variety of social, cultural and religious beliefs are reflected in the art traditions of Western European cultures. Although contemporary peoples may not actively practice traditional religions, the values of those religions are deeply imbedded in local cultures. Students reflect on the ways in which deep history can shape contemporary cultural beliefs and practices in their on-site presentation.

   Students will be assessed through their articulation and reflection upon their experiences and observations, including the differences and similarities between American culture, whether social, religious, cultural or linguistic, and that of the visited country in their onsite presentation.

3. **Analyze specific international problems, illustrating the cultural, economic, and political differences that affect their solution;**

   N/A

4. **Understand the role of a world citizen and the**

   Students will be immersed in the local culture for the duration of the trip, being

   Students will be assessed on their participation and critical reflections in the daily
Responsibility world citizens share for their common global future.

Encouraged to interact with the local population as much as possible. Through this, and in everything from trying local cuisine to buying bus tickets, students will be made aware of cultural differences, but also of cultural communalities and the myriad ways human societies mirror each other in their core values and beliefs. On visits to historic sites, close attention will be paid to the preservation of cultural heritage as a human and global responsibility for the future, as well as to the way in which an appreciation of difference, both between cultures and civilizations historically, and between cultures and peoples today, can broaden awareness of our collective communalities and shared aspirations as human beings (Ancient Romans, for example, prayed in temples for their sons’ safe return from war). Students will reflect upon their cross-cultural experiences daily in their journals and sketchbook. Assigned readings and class discussions will further develop this.

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<th>Learning Outcome – Goal 6b</th>
<th>Learning Activity</th>
<th>Assessment</th>
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<tr>
<td>The Humanities and Fine Arts</td>
<td>Students visit art museums, galleries, and tour historical sites. This will also be accompanied by onsite presentations, daily journal sketches, class discussions, and assigned readings.</td>
<td>Students will be assessed through their efforts in researching and demonstrating critical knowledge of the art and culture of the visited country. This is assessed via the onsite presentation and final journal paper.</td>
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1. Demonstrate awareness of the scope and variety of works in the arts and humanities;

2. Understand those works as expressions of individual and human values within an historical and social context;
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<td>3. <strong>Respond critically to works in the arts and humanities;</strong></td>
<td>Students demonstrate their ability to critically analyze works of art through the onsite presentation (and subsequent discussions), daily discussions, the daily journal, and the final journal report. These will also be accompanied by assigned readings.</td>
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<td>4. <strong>Engage in creative processes or interpretive performance;</strong></td>
<td>Students employ the methods of a fine arts practitioner to capture, express, and articulate their experiences in the selected country. This task, which centers on students’ cross-cultural postcard project and their book art project, should demonstrate both an aesthetic value and a self-expressive function.</td>
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<td>5. <strong>Articulate an informed personal reaction to works in the arts and humanities.</strong></td>
<td>Students articulate and demonstrate an informed reaction to their experience viewing works of art through the artist’s statement in the cross-cultural postcard, the book art project, and the final journal report.</td>
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<td>6. <strong>Employ the methods of an arts practitioner (including artist or scholar) in order to study or produce work that is created primarily for its aesthetic value.</strong></td>
<td>Students will utilize fine art techniques and methods, including watercolor paints, colored pencils, pastels, photographs, and found objects to create aesthetic works that express their travel study experiences. This centers upon the cross cultural postcard and book art project.</td>
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